

Graduate School of Education and Allied Professions

certification programs	master of arts
elementary teaching (k-6)	certificate of advanced study
secondary teaching (7-12)	curriculum and instruction
special education	curriculum and teaching
bilingual education	early childhood education
TESOL education	TESOL, foreign language and bilingual/multicultural education
school counseling	media/educational technology
school media specialist	computers in education
school psychology	community counseling
	school counseling
	student affairs and college counseling
	marriage and family therapy
	applied psychology
	school psychology
	special education
	bilingual special education
	special education consulting teacher

Applications and Information

For applications and additional information, please write or call:

Graduate School of Education and Allied Professions

Canisius Hall, Room 102

Fairfield University

Fairfield, CT 06430-5195

Telephone: (203) 254-4250

Fax: (203) 254-4241

E-Mail: ASIMOES@Fair1.Fairfield.Edu

Fairfield University admits students of any sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, sexual orientation, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admission policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

GRADUATE SCHOOL
OF
EDUCATION
AND
ALLIED PROFESSIONS

Master of Arts and Certificate of Advanced Study

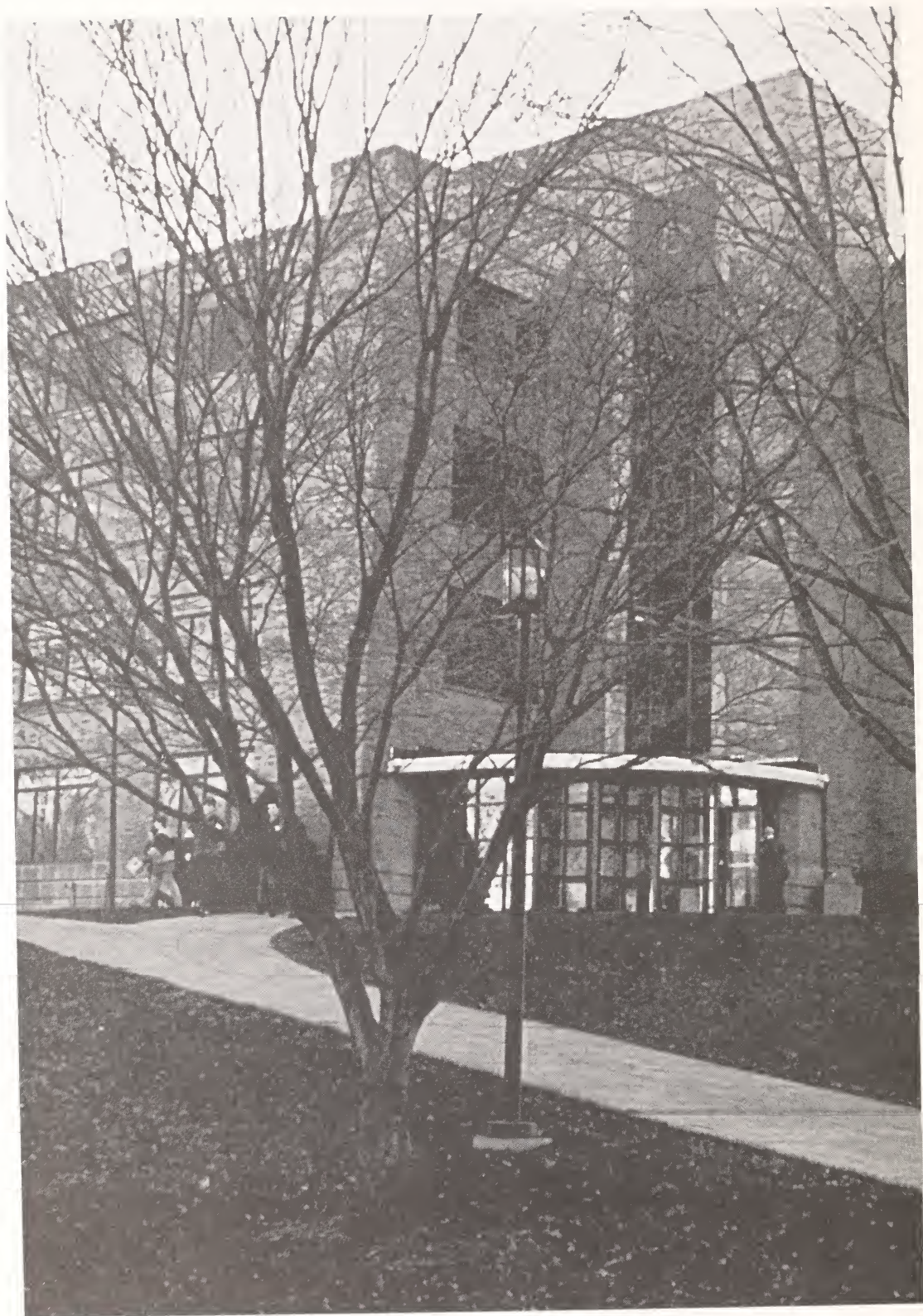
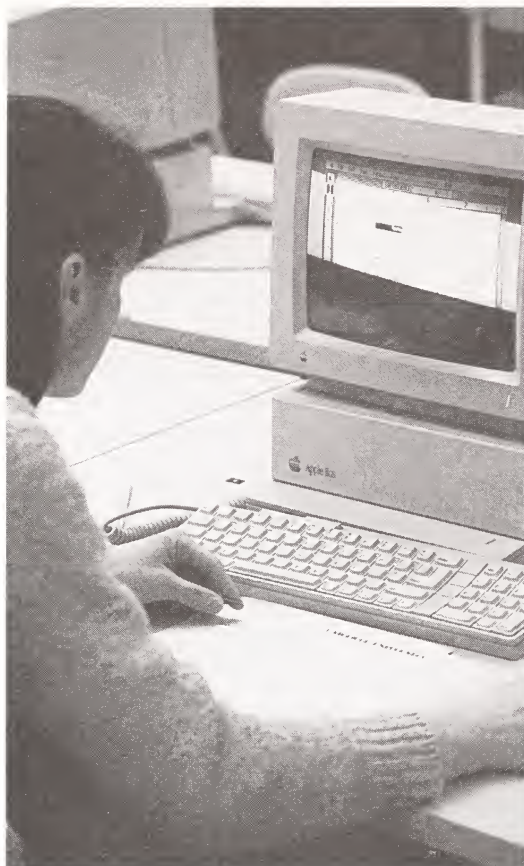


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The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. Its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is able to assimilate and organize facts, evaluate knowledge, identify issues, use appropriate methods of reasoning, and convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense

liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

The University

Fairfield University, founded in 1942, became the 26th institution of higher learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, School of Business, School of Nursing, Graduate School of Education and Allied Professions, School of Continuing Education, and BEI School of Engineering.

Located in America's "academic corridor" — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters and cinemas, restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 225-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.



The University's buildings are modern and well-suited to the needs of its students. Some of the outstanding buildings are the Bannow Science Center; Nyselius Library; Recreational Complex; Donnarumma Hall; Canisius Hall; Regina A. Quick Center for the Arts, with a 741-seat theater, a smaller experimental theater, and art gallery; and Egan Chapel of St. Ignatius Loyola.

Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The State of Connecticut Department of Education has approved the programs for teacher certification at the elementary and secondary levels and graduate programs leading to certification in specialized areas of education in the Graduate School of Education and Allied Professions. The Counselor Education programs have received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (CORPA). The program in Marriage and Family Therapy is accredited by the Commission on Accreditation of Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT), also recognized by CORPA.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980, the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. The State of Connecticut Department of Higher Education has granted full accreditation for the Master of Business Administration and Master of Science in Financial Management programs.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.



This catalogue pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

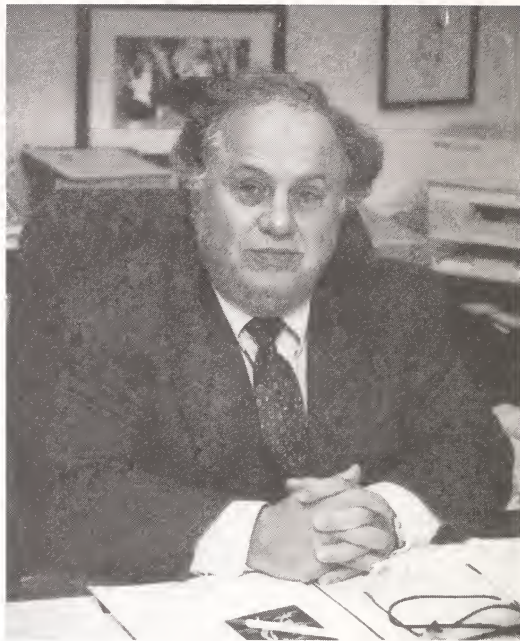
The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

A Message to Students

As we approach a new century, the meaning of education and its allied professions takes on very complex roles and responsibilities. Coupled with these new complexities, new technologies have opened doors to knowledge that was not thought about 10 years ago. It is within these perspectives that we must be reflective professionals to understand our changing world.

I am happy to say that the Graduate School of Education and Allied Professions has met and continues to meet these challenges to prepare teachers and other professionals to work in the 21st century. To support diversity and our changing demographics, the school has revised the curriculum across programs in multicultural education. It is important that we are knowledgeable about as well as sensitive to our diverse populations. We have updated our technological support systems and courses so that our graduate students can now prepare to teach with media technology and computer-based systems. We have established study abroad programs so that students can experience cultural diversity on an international level. We are committed to the professional/developmental school where our students are placed in both urban and suburban communities. We are dedicated not only to classroom teaching such as in our programs in Computer Education, Elementary and Secondary Education, Media Technology, and TESOL, Foreign Language and Bilingual/Multicultural Education, but also to our allied professions programs such as Counselor Education, Marriage and Family Therapy, Psychology and Special Education.

As Dean of the Graduate School of Education and Allied Professions, I wish you a productive and enjoyable year, and hope that you will continue to benefit from our quality programs and excellent faculty.



António Simões

António Simões
Dean

Graduate School of Education and Allied Professions

Calendar 1996-97

Fall Semester 1996

August 1-September 3	Mail and walk-in registration, Mondays through Fridays
August 28-29	Registration with advisors, 2-7 p.m.
September 4	Classes begin
September 9	Multicultural Convocation, 1:15 p.m.
September 11-18	Late registration, 9 a.m.-4:30 p.m.
September 13	Last day to register for fall Comprehensive Examination
October 14	Holiday, Columbus Day — no classes
October 18	Last day to apply for January graduation
November 27-December 1	Thanksgiving recess
December 6	Last day to complete fall Comprehensive Examination
December 19	Last class day

Spring Semester 1997

December 9-January 10	Mail and walk-in registration, Mondays through Fridays
January 8-9	Registration with advisors, 2-7 p.m.
January 13	Classes begin
January 20	Holiday, Martin Luther King's Birthday — no classes
January 21-27	Late registration, 9 a.m.-4:30 p.m.
January 24	Last day to register for spring Comprehensive Examination
February 7	Last day to apply for May graduation
February 17	Holiday, President's Day — no classes
March 10-14	Spring recess
March 28-30	Easter recess
April 11	Last day to complete spring Comprehensive Examination
May 5	Last class day
May 18	Commencement

Summer Session 1997

Schedule to be announced.

May 19	Summer classes begin
May 19	Summer pre-session begins
July 11	Last day to apply for August graduation

Admission

Individuals may apply to the Graduate School to pursue a Master's degree or a Certificate of Advanced Study, or as Special Status Students seeking credits for career enhancement or teacher certification. Applicants for the Master's degree must hold a Bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. An undergraduate cumulative quality point average of 2.67 is required. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.00 cumulative quality point average.

In addition, individual departments may set specific requirements concerning interviews, adequate scores on tests, course waivers, computer literacy and distribution of undergraduate courses. Dates for admission vary by program.

Applicants for the school counseling, school media specialist, school psychology and teacher preparation programs must (a) fulfill the Essential Skills in mathematics, reading and writing requirements (PRAXIS I CBT); (b) have an undergraduate cumulative quality point average of 2.67; (c) present two letters of reference in support of their professional potential; (d) interview with a faculty panel; and (e) meet other entry requirements as determined by the Connecticut State Board of Education.

Enrollment as a Special Status Student also requires prior completion of a Bachelor's degree from an accredited college or university. Students in this status whose career plans change may apply to become matriculated students. Up to nine graduate credits earned as a Special Status Student may be applied toward the M.A. or C.A.S. if the student is admitted to a department. All course work done as a Special Status Student, as well as the quality of the student's prior academic record and recommendations, will be considered.

International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations and course-by-course evaluation of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. A TOEFL composite score of 550 is strongly recommended for admission to the graduate school.

Application Procedure

A. Applicants for a Degree, Certificate or State Certification

Students seeking admission must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Assistant Dean.
3. Submit two letters of recommendation, preferably one of which will be from a current employer or supervisor.
4. Consult a faculty advisor or the Assistant Dean about course selection before registering for the first time.
5. Any matriculated student enrolled in a course of study leading to a degree who was born after December 31, 1956, must provide proof of immunization for measles and rubella.

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Status Student for one semester pending receipt and disposition of application materials.

B. Special Status Students

Students not seeking a degree or certificate may enroll and earn up to nine credits.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.

Special Status Students may request permission to extend their status beyond nine credits. This will require the submission of all former academic records but will not affect the nine credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date. Beyond nine credits, Special Status Students must apply for admission to the graduate school prior to enrolling for additional credits.

C. Non-Degree Students

Applicants who hold advanced degrees (at least Master's and Sixth Year) and who are interested in taking courses for professional and personal continuing education may be admitted as Permanent Non-Degree students. Courses taken under this status may not be considered toward fulfillment of degree requirements.

Students seeking admission must complete items 1,2,3, and 5 as indicated above (see items under degree application).

Matriculation/Continuation

In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to matriculate and continue in a program after completion of the first 12 semester hours of course work. To remain in good academic standing, a student must achieve a 3.00 cumulative quality point average upon completion of the first 12 semester hours. A student whose cumulative quality point average falls below 3.00 in any semester is placed on academic probation for the following semester. Students on academic probation must meet with their advisor to program adjustment to their course load. If the overall average is again below 3.00 at the end of that semester, the student may be dismissed.

Continuation in a state certification program requires performance above the minimum academic level in advanced courses and field experiences, and the recommendation of the area faculty.

Readmission

All students who interrupt their education more than 12 successive months must be reinstated. Request for reinstatement may be made by letter to the Assistant Dean at least one month prior to enrollment in courses. If the student has been inactive for 24 months or longer, then it will be necessary to submit a new application for admission to graduate programs. A review of past work will determine the terms of readmission.

Students who receive their Master's degree from Fairfield University and who desire to begin programs leading to the Certificate of Advanced Study are required to file a new application of admission to the new program.

Advisement

All matriculated students must have a faculty advisor. Students will be assigned a temporary advisor at the time they are notified of admission. After taking nine hours of graduate course work, the student should select a permanent faculty advisor. All matriculated and Special Status Students must meet with their advisors during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Information about state certification requirements may be obtained from graduate faculty advisors or the Assistant Dean.

Transfer of Credit and Waivers

Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after completion of the Master's degree and before enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. As many as six credits may be transferred if they relate to the student's present program. Upper division undergraduate courses and graduate courses with grades of B or better may, at the discretion of the faculty advisor, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has written approval of the Assistant Dean before registering for such courses.

Academic Regulations

General Regulations for Degrees

Students are to complete all requirements for a degree and file an application for graduation within a period of six years from the date of enrollment in the first course completed for credit toward the degree. Students should follow the procedures and course requirements described in the general catalogue in effect on the date on which they are formally admitted to their degree program. The catalogue year runs from September 1 to August 31. If education is interrupted, a student must apply for readmission. See "Readmission" on page 11.

Over and above the minimum requirements stated in the catalogue, the Dean may require additional evidence of fitness for the degree.

Master of Arts

1. The candidate must complete a minimum of 33 credits as specified by the department.
2. The candidate must complete 18 or 21 credits in major field and all other courses required by the department.
3. The candidate will be required to pass a written comprehensive examination in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted. Candidates in Curriculum and Instruction or Psychology and Special Education Departments may opt to complete a master's thesis instead of the comprehensive examination.

All students must register with the Dean's office for the comprehensive examination. Refer to the graduate school calendar for the deadline for registration.

Certificate of Advanced Study

The Certificate of Advanced Study requires:

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for advanced study.

2. Completion of 15 credits in the major field and all other courses required by the department.
3. Completion of a practicum or internship at the end of the program of study. (May not apply in School Counseling or Community Counseling)

Off-Campus and Mini-Courses

The school restricts to 12 the number of credits that can be earned in off-campus courses which may be applied to an M.A. or C.A.S. program. The number of one-credit mini-courses which may be applied to these programs is restricted to six.

Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study in the Dean's office. If all degree requirements except for three credits have been completed, the student may participate in the commencement ceremony. However, the student's name will not be read by the Dean nor will the name be printed in the official commencement booklet. Students who wish to participate must also submit an application for the degree and a written request to the Dean's office.

Refer to the graduate school calendar for the deadline for degree application.

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All students are invited to attend the annual commencement exercises in May.

Academic Load

A full-time student will carry nine or more credits during the fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions full-time students are permitted to carry a maximum load of nine credits.

Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

With permission of the Assistant Dean, students can take certain undergraduate courses for graduate credit. These courses are numbered 300 and above and a grade of B or higher must be achieved.

Auditing

A student who wishes to audit a graduate course may do so only in consultation with the course instructor. A Permission To Audit form, available at the Dean's office, must be completed and presented at registration during the regular registration period. No record of class attendance, participation or grades will be kept. The tuition for audit is one-half of the credit tuition, except for those hands-on courses involving the use of a computer work-station; in this case, the audit tuition is the same as the credit tuition. Conversion from audit to credit status will be permitted only within the first four classes and with the permission of the course instructor.

Independent Study

The purpose of independent study at the graduate level is to broaden student knowledge in a specific area of interest. Options for independent study include field studies or library research. Students must submit a preliminary proposal with the Independent Study Application Form, which is available in the Dean's office, to the major advisor. Frequent consultation with the major advisor is required. Students may earn from one to six credits for an independent study course.

Grades

The work of each graduate student is graded on the following basis:

A	Excellent	4.00 quality points
A-		3.67 quality points
B+		3.33 quality points
B	Good	3.00 quality points
B-		2.67 quality points
C+		2.33 quality points
C	Fair	2.00 quality points
C-		1.67 quality points
P	Pass	
F	Fail	0.00 quality points
I	Incomplete	
W	Withdrew without penalty	

Incomplete grades automatically become failures if the missing work is not completed within 30 days after the beginning of the next regular semester. A student who elects to withdraw from a course must do so in writing to the Dean. Pass or Fail grades are used in a limited number of courses. Any grade below a B minus (B-) may not be credited toward a Certificate of Advanced Study.



Comprehensive Examination Grades

The following designations for grading the written Comprehensive Examination of work offered for the Master's degree in the Graduate School of Education and Allied Professions are used:

High Pass Pass Failure

Permission to take the examination may be requested after the completion of 24 semester hours of classwork. If the first examination is failed, one retake examination is permitted. The Comprehensive Examination is a requirement for all programs leading to the Master of Arts degree except in the Curriculum and Instruction or Psychology and Special Education Departments in which candidates may elect to take the Comprehensive Examination or complete a Master's thesis.

Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. The certification regulations in effect at the time of application for certification, not at the time of completion of a certification program, must be met for the university to issue a recommendation. Applications for Connecticut certification are available in the Dean's office in Canisius Hall, Room 102; student information should be completed before the application is submitted to the Assistant Dean for an institutional recommendation. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Endorsement for certification depends on fulfillment of the regulations in effect at the time of application for state certification.

Approved programs are indicated on Page 20. All graduates of these programs are qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Department section of this catalogue, pages 20-70.

Tuition and Fees

The schedule of tuition and fees follows:

Application for matriculation (not refundable)	\$40
Registration per semester	\$20
Tuition per credit	\$320
Late registration	\$50
Change of course	\$10
Transcript	\$4
Commencement fee (Required of all degree recipients)	\$90
Lab fee	\$45
Materials fee	\$15-50
Audit fee (per 3 credit course)	\$480
Promissory note fee	\$25
Student Teaching, Practicum, and Internship Fees (each)	\$25

The trustees of the university reserve the right to change tuition rates and to make additional charges whenever they believe it necessary.

Full payment of tuition and fees or authorization for billing a company must accompany registration. Payments may be made in the form of cash (in-person only), check, money order, MasterCard, VISA or American Express. All checks are payable to Fairfield University.

No degree will be conferred and no transcripts will be issued for any student until all financial obligations to the university have been met.

Deferred Payment

During the fall and spring semesters, students deemed eligible may defer payment on their tuition as follows:

For students taking less than six credits — at the time of registration the student pays one-half of the total tuition due plus all fees and signs a promissory note for the remaining tuition balance. The promissory note payment due date varies according to the semester.

For students taking six credits or more — at the time of registration, the student pays one-fourth of the total tuition due plus all fees and signs a promissory note to pay the remaining balance in three consecutive monthly installments. The promissory note payment due dates vary according to the semester.

Failure to honor the terms of the note will prevent future deferred payments and affect future registrations.

Reimbursement by Employer

Many corporations and school systems pay their employee's tuition. Students should check with their employers.

If they are eligible for company reimbursement, students must submit, at in-person registration, a letter on company letterhead stating approval of the course registration and the terms of payment. The terms of this letter, upon approval of the Office of the Bursar, will be accepted as a reason for deferring that portion of tuition covered by the reimbursement. Even if covered by reimbursement, all fees (registration, processing, lab or material) are payable at the time of registration. Students will be required to sign a promissory note which requires a \$25 processing fee. The note states that an outstanding balance must be paid in full prior to registration for future semesters. A guarantee that payment will be made must be secured at the time of registration by either a MasterCard, VISA or American Express credit card. If the company offers less than 100% reimbursement, the student must pay the difference at the time of registration and sign a promissory note for the balance. Letters can only be accepted on a per semester basis. Failure to pay before the next registration period will prevent future deferred payments and affect future registrations.

Assistantships

A small number of part- and full-time university assistantships are available to assist promising and deserving students. Assistantships will be awarded for a semester only and students must reapply each semester for renewal of an assistantship award. Renewal of an award is based on academic performance, previous service performance, and at the discretion of the Dean.

A graduate assistant shall be appointed to a curriculum area and assigned duties as determined by the Dean and the faculty responsible for the curriculum area.

The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship, the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the program director.

Applications are available in the Dean's office and must be submitted to the Dean by May 1 for the fall semester and December 1 for the spring semester. Summer assistantships only are available for the Marriage and Family Therapy Program.

Assistantships are also available in the Media Center. Applications should be submitted to the Director of the Media Center.

Refund of Tuition

All requests for tuition refunds must be submitted to the Dean's office immediately with withdrawal from class (Fees are not refundable). The request must be in writing and all refunds will be made based on the date the notice is received or, if mailed, on the post-marked date according to the following schedule. Refunds of tuition charged on MasterCard, VISA or American Express must be applied as a credit to your charge card account.

	Amount Refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

Refunds take 4-6 weeks to process.

NOTE: If federal or state aid is utilized, the refund amount may be less than the above percentages.

Transcripts

Graduate transcript requests should be made in writing to the Registrar's Office in Canisius Hall. There is a \$4 fee for each copy (faxed transcripts are \$6). Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the university seal are sent directly by the university. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

General Information

Course Numbering System

Undergraduate

- 01-99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

Graduate

- 400-499 Graduate courses, open to undergraduate students with permission
- 500-599 Graduate courses

Withdrawal

Students who wish to withdraw from a single course, all courses, or the school must submit a written statement of their intention to the Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

Financial Aid

Federal Stafford Loans (*formerly GSL*)

Under this program, graduate students may apply for up to \$18,500 per academic year, depending on their educational costs. Students demonstrating need (based on federal guidelines) may receive up to \$8,500 of their annual Stafford Loan on a subsidized basis. Any amount of the first \$8,500 for which the student has not demonstrated need (as well as the remaining \$10,000 should they borrow the maximum loan), would be borrowed unsubsidized.

When a loan is subsidized, the federal government pays the interest for the borrowers as long as they remain enrolled at least on a half-time basis, and for a six month grace period following graduation or withdrawal. When a loan is unsubsidized, the student is responsible for the interest and may pay the interest on a monthly basis or opt to have the interest capitalized and added to the principal.

How to Apply

Students must complete the Free Application for Fed-

eral Student Aid (FAFSA) and submit it to the U.S. Department of Education for processing.

Following submission of the FAFSA, the student will receive a Federal Student Aid Report (SAR) which must be submitted to the Office of Financial Aid along with a complete, signed copy of their most recently filed federal income tax return. Students should complete and sign the certification section of the SAR before returning it to the University.

Students applying for financial aid at Fairfield University for the first time must request a Financial Aid Transcript from the financial aid office at all colleges previously attended, regardless of whether aid was received while in attendance.

Students must obtain a Federal Stafford Loan application from the lender of their choice. Students who have borrowed previously should borrow from their prior lender. First-time borrowers may request an application from the Office of Financial Aid. The completed application must be returned to the Office of Financial Aid for processing.

Approved loans will be disbursed in two installments and checks will be forwarded directly to the Office of the Bursar. The lender will deduct a total of 4% from the disbursements for origination and insurance fees. The Office of the Bursar will request that students endorse checks once they are received.

Family Education Loan Program (FELP)

Loans to assist graduate and professional students pay the cost of attending the university. Repayment begins 30 to 60 days after the loan is disbursed at a fixed rate of 8.4%. Interest-only payments are required while student is in school. Loans are available from \$2,000 to \$20,000 per academic year.

To apply, contact the Connecticut Higher Education Supplemental Loan Authority at 1-800-252-FELP in Connecticut or 1-203-522-0766 from out of state.

Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition reimbursement plan for their employees. Students should check with their employers about policies and procedures which apply to degree studies (Also see Tuition and Fee section on page 14 for university policy).

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade of business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The Registrar's office will complete and submit the certification form.

Alumni Association Graduate School Grant

The Fairfield University Alumni Association, recognizing the value of graduate education and the financial needs of students pursuing an advanced degree, has established a scholarship grant. This grant will be awarded annually to a matriculating member of the Graduate School of Education and Allied Professions, or the Master of Science in Financial Management Program in the School of Business.

The scholarship is based on need and academic achievement. To be eligible for the award, candidates must have completed a minimum of 12 credits. The scholarship is for the spring semester and covers the cost of one three-credit course. Applications are available each fall in the Alumni Relations Office, Southwell Hall, and are reviewed by the selection committee in early December. For more information call the alumni office at (203) 254-4280.

Library

The Nyselius Library contains more than 268,000 carefully selected bound volumes, the equivalent of 62,500 volumes in microform, and 1,830 journals and newspapers. A media resources department provides convenient use of audio-visual and other non-print materials. The reference department offers interlibrary loan and on-line and CD-ROM bibliographic search services. The stacks are open to all students and there is study space, primarily at individual carrels, for more than 600 students. For the convenience

of the campus community, the library is open 104 hours a week except during vacation periods.

Because the library has an automated circulation system, students must obtain barcode labels for their University identification cards at the circulation desk before they can borrow materials.

Campus Ministry/Community Service

The Campus Ministry Team is composed of four Jesuits, and two laywomen. The members of the ministry team provide counseling and spiritual direction, foster prayer life, coordinate interfaith and ecumenical religious events, conduct liturgies and retreats, and organize student-led ministries, community service and international mission opportunities. The ministers are available at any time for students' needs and can be reached at the Pedro Arrupe, S.J. Campus Ministry Center or in their residence hall suites.

Harassment/Discrimination

Fairfield University recognizes and supports the inherent dignity of all people. Therefore, the university condemns any discrimination against the rights of others. The Graduate School of Education and Allied Professions will not condone any environment that is hostile to the learner.

Housing

A limited number of residence units on campus have been reserved for graduate students. If you are interested in living on campus, contact Residence Life as soon as possible at (203) 254-4215 for more information.

Off-campus housing for graduate students can be arranged on an individual basis through Residence Life.

Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the university by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for

which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals.

Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

Informal Procedure

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Department Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

Formal Procedure

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice President. Such a

request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures similar to those in the Faculty Handbook.

For competence appeals, the Academic Vice President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty member, the Academic Vice President is the only university official empowered to change that grade, and then only at the recommendation of the committee or panel.

Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Dean's Office. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

The Barone Campus Center

The Barone Campus Center is the social focal point for all sectors of the university community. The center is open Monday-Friday from 8 a.m. to midnight; Saturdays and Sundays from 8 a.m. to 11 p.m.

Included in the Barone Campus Center facilities are: the bookstore (open Monday-Thursday, 8 a.m.-7 p.m.; Friday, 8 a.m.-5 p.m.; and Saturday and Sunday, 11 a.m.-4 p.m., telephone 255-2324), game room, mail room (open Monday-Friday, 9:30 a.m.-3:45 p.m.), ride boards, weekly activities bulletin, and the Snack Bar (open Monday-Friday, 8 a.m.-midnight; Saturday and Sunday, noon-11 p.m.). For more information, call the Barone Campus Center Information Desk from 9 a.m.-9 p.m., (203) 254-4222, or ext. 4222.

Recreational Complex

The Recreational Complex is a multi-purpose facility with a 25-meter swimming pool; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball and jogging; enclosed courts that can be used for handball and racquetball; two exercise rooms; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled upon presentation of a University identification card validated for the current semester. Membership fee information is available at the Recreational Complex. The office is open from 10 a.m. to 5:30 p.m., Monday through Friday. For complete information, call (203) 254-4140, during office hours.

Special Events

A continuous series of special events including exhibitions, lectures, and dramatic and musical programs is scheduled throughout the academic year. These events are open to all members of the University community, and many of them are free. For a complete calendar of events contact the Barone Campus Center, ext. 4222.

Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours year-round. Violations of university regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

Parking

All vehicles must display a valid parking permit and park properly in the designated area. Parking permits may be obtained at the Security Department, Room 2, Loyola Hall. A valid university identification card or receipt of registration and a motor vehicle registration must be presented when registering.

Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. A number of parking spaces have been designated for handicapped persons throughout the campus. Vehicles of handicapped persons displaying a current permit either from the state in which they reside or a university permit may park in these areas. A pamphlet detailing traffic and parking regulations is available at the Security office.

Graduate School of Education and Allied Professions

The major emphasis of the graduate departments of this school has been on preparing students to utilize their knowledge in school settings. However, as its name implies, the Graduate School of Education and Allied Professions is becoming increasingly involved in the preparation of individuals for human service professions that support the student in school as well as in the family and community.

Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study (C.A.S.) are offered in these areas:

1. Curriculum and Instruction
Curriculum and Teaching
Media/Educational Technology
Computers in Education
2. TESOL, Foreign Language and Bilingual/
Multicultural Education
3. Community Counseling
4. School Counseling
5. Student Affairs and College Counseling
6. Marriage and Family Therapy (M.A. only)
7. Applied Psychology (M.A. only)
8. School Psychology
9. Special Education

Approved Connecticut Department of Education Certification Programs include:

1. Elementary Teaching
2. Secondary Teaching
3. Special Education
4. Bilingual Education
5. TESOL Education
6. School Counseling
7. School Media Specialist
8. School Psychology

Family Counseling Center at Fairfield University

The graduate program in Marriage and Family Therapy offers marriage and family therapy to individuals, couples and families in the community through the Family Counseling Center. The Center is staffed by advanced graduate students under the supervision of professional faculty. Fees for services are based on a sliding scale. For further information, call (203) 254-4000, extension 2306.



Curriculum and Instruction

Faculty

Nancy Ellis (*Chair*)
Francis Lewis, S.J.
Susan Moore
Alice McIntyre

Anthony Costa
Ibrahim Hefzallah
John Schurdak

The professional development concentrations in the Curriculum and Instruction Department are concerned with early childhood, elementary and secondary education and educational technology. They give special attention at all levels to general problems of schooling: curriculum planning, methods of instruction, development of teacher competencies and incorporation of technology into the curriculum.

Professional development can be pursued through Master of Arts and Certificate of Advanced Study programs of a general or specialized nature. Concentrations are available in Curriculum and Teaching, Computers in Education and Media/Educational Technology. Certification in elementary education (grades K–6), certification in teaching academic subjects at the secondary school level and certification as a school media specialist are offered for individuals preparing for the profession.

Areas of Concentration

The programs of study for the following concentrations in the Curriculum and Instruction Department are: Curriculum and Teaching; Computers in Education; and Media/Educational Technology.

Curriculum and Teaching

The Curriculum and Teaching Program offers Master of Arts degrees and Certificates of Advanced Study for early childhood professionals and for certified elementary and secondary school teachers wishing to expand their knowledge on curriculum and instruction and enhance their understanding of the teaching–learning process.

The program also offers a sequence of courses at the master's level leading to Connecticut State Certification in elementary education (grades K–6), and in secondary school English, social studies, math, sciences and foreign languages (grades 7–12).

Requirements for the Master of Arts Degree

1. Completion of a minimum of 33 credits
2. Required Courses
 - a. ED 429 Philosophical Foundations of Education (should be taken within first nine credits. NOTE: This is the required philosophy course for the master's level student. Only by explicit exception will a master's candidate be permitted to take any other course to fulfill the requirement)
 - b. ED 499 Introduction to Educational Research (Prerequisite: At least 9 credits toward master's degree)
 - c. MD 400 Introduction to Educational Technology or MD 401 Technology in the Elementary Curriculum
 - d. ED 512 Contemporary Issues in Education (Prerequisite: At least 12 credits toward master's degree)
 - e. ED 441 Teacher and Learner in the Multicultural Classroom
3. Area of concentration and/or approved electives, a minimum of 18 credits
4. Completion of either a comprehensive examination or a master's thesis
 - a. Comprehensive Exam—Candidates selecting this option are required to register to take the examination after having completed at least 24 credits and all required courses (students may take the comprehensive exam concurrently with completion of required courses).
 - b. Master's Thesis—Candidates selecting this option are required to:
 1. complete ED 499 prior to selecting the thesis option;
 2. after completing at least 15 but not more than 30 credits, inform their advisor of their decision to write a thesis;
 3. obtain instructions for preparing the Master's Thesis from the Chair of the Curriculum and Instruction Department;
 4. after completing at least 24 credits, take ED 498 Thesis Seminar;
 5. after receiving written approval of the thesis by the members of the reading committee, complete an oral defense of the thesis.

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
 - ED 441 Teacher and Learner in the Multicultural Classroom (this course may be waived if taken as part of the Fairfield University M.A. degree.)
 - ED 521 Comparative Philosophies of Education
 - ED 534 Theories of Learning
 - ED 565 Principles of Curriculum Development and Evaluation
 - ED 590 Practicum in Teaching
3. Areas of concentration and/or approved electives, 15-18 credits

Teaching Certification

1. Secondary Education (Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teacher and Learner in the Multicultural Classroom
- ED 442 Educational Psychology
- ED 465 Teaching Methods for Secondary School (for those students with no teaching experience)
 - OR
- ED 565 Principles of Curriculum Development (may be substituted for those students with full-time teaching experience)
- ED 581 Directed Observation & Supervised Teaching
- ED 582 Student Teaching Seminar
- HI 400 U.S. History for Educators (for those who have not taken a course in U.S. History on the undergraduate level)
- SE 430 Special Learners in the Regular Classroom
 - OR
- SE 405 Exceptional Learners in the Mainstream

2. English in Secondary Education

(Grades 7-12)

- ED 429 Philosophical Foundations of Education
- ED 441 Teacher and Learner in the Multicultural Classroom
- ED 442 Educational Psychology

- ED 459 Developmental Reading in the Secondary School
- ED 466 Special Methods in Secondary School English
- ED 581 Directed Observation & Supervised Teaching
- ED 582 Student Teaching Seminar
- HI 400 U.S. History for Educators (for those who have not taken a course in U.S. History on the undergraduate level)
- SE 430 Special Learners in the Regular Classroom
 - OR
- SE 405 Exceptional Learners in the Mainstream

30 credits in English which must include:

- EN 405 Literature for Young Adults
- EN 411 Teaching Writing in the 3-12 Classroom
- EN 417 Traditional and Structural Grammar
 - OR
- EN 482 The English Language: Form and Function

3. Elementary Education (Grades K-6)

- ED 429 Philosophical Foundations of Education
- ED 441 Teacher and Learner in the Multicultural Classroom
- ED 442 Educational Psychology
- ED 548 Elementary Classroom Organization, Management and Assessment Techniques
- ED 581 Directed Observation & Supervised Teaching
- ED 582 Student Teaching Seminar
- HI 400 U.S. History for Educators (for those who have not taken a survey course in U.S. History on the undergraduate level)
- MD 400 Introduction to Educational Technology
 - OR
- MD 401 Technology in the Elementary Curriculum
- SE 430 Special Learners in the Regular Classroom
 - OR
- SE 405 Exceptional Learners in the Mainstream

Methods courses in Elementary Education which must include:

- ED 439 Integrating Writing Process and Children's Literature in the Elementary Classroom
- ED 447 Teaching Elementary School Mathematics
- ED 531 Teaching Reading in the Elementary School
- ED 545 Science/Health/Social Studies in the Elementary Classroom
- ED 546 Integrating Music and Arts into the Elementary School Curriculum

Human Growth and Development courses

(two for six credits)

This requirement may be waived if growth and development courses were taken on the undergraduate level no more than five years prior to enrolling in the program. If appropriate courses were not taken then the following must be included in program:

- ED 522 The Development Process
- PY 446 Developmental Psychology I: Theory and Application in Professional Practice

NOTE: Descriptions for the following elementary education certification program courses will be printed in the general catalogue after formal approval by the Graduate School of Education and Allied Professions Curriculum Committee. Descriptions will be provided under the new course section of the semester schedule in the first semester in which the courses are offered:

- ED 545 Science/Health/Social Studies in the Elementary Classroom
- ED 546 Integrating Music and Arts into the Elementary School Curriculum
- ED 548 Elementary Classroom Organization, Management & Assessment Techniques
- MD 401 Technology in the Elementary Curriculum

In view of the teacher's roles in both school and community, students whose relevant academic productivity is marginal or inadequate, or who demonstrate unsuitable personal qualities will not be recommended for matriculation, continuation in the teacher preparation program, student teaching placement, or state certification.

State regulations also require that students must pass an entry examination of essential skills in reading, writing and mathematics, PRAXIS I CBT (or provide SAT scores of 1000 or better, with neither verbal nor math subscores less than 400), present a minimum Quality Point Average of 2.67 and pass an exit examination,

PRAXIS II for grades 7-12 or CONNECT for grades K-6, to become certified by the State of Connecticut. If SAT tests were taken on or after April 1, 1995, a combined score of 1100, with at least a 450 on either the verbal or the math subtest, is necessary for the PRAXIS I CBT waiver. Consult state regulations for all other requirements, including the credits required in teaching fields. Information related to most recent Connecticut certification regulations is available from graduate faculty advisors or the Assistant Dean.

Course Descriptions

Curriculum and Teaching

(including Early Childhood Education)

SE 405 Exceptional Learners in the Mainstream

The course is designed to familiarize the mainstream professional with the special needs of mentally retarded, learning disabled, emotionally disturbed, gifted and talented, severely handicapped and multiple handicapped children and adolescents. Methods of identifying and working effectively with special needs children and youth in the regular classroom; the roles and responsibilities of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services will be covered. *3 credits*

SE 430 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be examined. Included in this study will be methods of identifying and working effectively with special-needs children and youth in the regular classroom. *3 credits*

ED 401/402 Internship in Teaching

The student spends a minimum of one semester in a public school under the supervision of a clinical professor (for certified teachers only. Students must apply for internship and be accepted prior to registration).

6 credits

ED 404 Creative Drama for the Classroom Teacher

Examination of philosophies, objectives, values, and teaching strategies of child drama. Hands-on approach to the techniques of theater: movement, pantomime, improvisation, and story dramatization. Consideration of the creative process and development of the creative personality will be emphasized, as well as ways drama can motivate and teach basic skills, the core curriculum, and creative writing. Individual teaching projects will be developed. *3 credits*

ED 405 Exploring Early Childhood

This course is geared primarily to teachers, parents, leaders and day care workers of infants to five-year-old children. The emphasis is on new approaches based on current understandings of child development. *3 credits*

ED 413 Building Curriculum for Pre-School and Young Primary Children

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques — all with a reading readiness and skill approach. *3 credits*

ED 414 Assessment in Early Childhood Education

This course will deal with the skills needed to observe children being children, learn their language, record the process objectively and begin to interpret the data collected (Prerequisite: ED 437 or ED 405 or ED 413 or permission of the instructor). *3 credits*

ED 421 Teaching Study Skills

Instruction in effective study and work skills is essential if school and independent time are to be used efficiently. These skills should be introduced in the early grades and utilized throughout the student's schooling. The topics covered in this course will illustrate the developmental levels of study skills acquisition and will show how familiarity with a broad spectrum of skills enables students to fuse the process of learning with the content of learning. *3 credits*

ED 429 Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life. *3 credits*

ED 435 Current Topics for Elementary Teachers

This course has been designed with the elementary teacher as its main constituent. The course will cover a variety of topics such as: problem solving tactics; developing a positive learning atmosphere; developing conferencing skills; developing questioning skills; exploring a variety of current teaching models; and exploring the teaching competencies. *3 credits*

ED 437 Awakening to Literacy:**The Young Child As Reader and Writer**

Young children acquire a great deal of knowledge about the workings of written language prior to entering school. This course is designed for educators who wish to explore connections between early literacy and language instruction. The course will emphasize fostering natural reading-writing environments for young children. Among the topics to be considered are: the family as an environment for literacy; the underlying logic of literacy development; the importance of reading to young children; the child as reader, writer, teacher; and early literacy as the foundation of early instruction. *3 credits*

ED 439 Integrating Writing Process and Children's Literature in the Elementary Classroom

Current research indicates that reading and writing should be integrated in the elementary classroom. This course is designed to give practical assistance to teachers who wish to integrate writing process and children's literature in elementary classrooms. Among the topics to be considered are: the connections between children's personal narratives and stories by professional authors; genres of children's literature as models for children's writing; a multicultural approach to children's literature; students' publications as literature in the classroom; and extending literacy through literature. *3 credits*

ED 441 Teacher and Learner in the Multicultural Classroom

Designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers, this course sensitizes teachers to cultural and dialectal diversity. It provides insights and instructional tools for dealing with cultural pluralism in the classroom. It focuses on developing enhanced awareness of and tolerance and appreciation for diverse values, cognitive styles and world views.

3 credits

ED 442 Educational Psychology

This course is designed to provide an understanding of the psychology of teaching and learning. Emphasis will be placed on child and adolescent development, motivation techniques, theories of teaching and learning, working with culturally diverse student populations, monitoring and assessing student performance, and examining current issues in educational psychology. Especially appropriate for those new to the profession, this course will help students develop insights into student behavior. Field experience is a required component of this course.

3 credits

ED 447 Teaching Elementary School Mathematics

In this course, emphasis will be place on the content and objectives found in the National Council for Teachers of Mathematics' "Curriculum and Evaluation Standards" for grades K-6. Important components include mathematics as problem solving, mathematics as communication, mathematics as reasoning and mathematical connections. The course also studies child growth patterns in learning mathematics from a Piagetian point of view, using commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. Students will focus on the use of manipulatives that benefit each child's learning style as the child progresses through the various math strands. This course develops awareness of math in other subject areas, and the ability to quantify and express mathematical relationships in many media. A videotaped micro-teaching experience, on-site observations and field work with students are required for this course.

3 credits

ED 455 Reading in the Content Areas

Designed for middle and high school teachers of all curricular areas, this course involves an exploration of the problems caused by the diversity of content area reading demands. Current reading theory and research are used as the bases for developing instructional strategies to enhance reading comprehension and critical thinking in a variety of curricular fields.

3 credits



ED 459 Developmental Reading in the Secondary School

The emphasis of this course is on enhancing reading comprehension in all curricular areas at the secondary level. Current reading theory and research provide the framework for examining a variety of instructional strategies. Additional areas to be explored include questioning techniques, concept development, study strategies and assessment. *3 credits*

ED 465 Teaching Methods for Secondary School

The course includes a treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school. (Prerequisite: Completion of CONNCEPT or PRAXIS I CBT requirement) *3 credits*

ED 466 Special Methods in Secondary School English

The organizational pattern in which English can best be taught is explored and the effectiveness of various types of methodology in bringing about changes in the language usage of young people is analyzed. The course considers such factors as appropriate curriculum materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication and dialogue. (Prerequisite: Completion of CONNCEPT or PRAXIS I CBT requirement) *3 credits*

ED 470 Using Newspapers as Teaching Tools

This intensive one-week workshop is designed to assist teachers at all grade levels and in all subject matter areas. Techniques in using the newspaper as a curriculum tool will be examined. Teachers will learn the anatomy of a newspaper, its changing role in today's society and how the news is gathered and reported. Strategies will be developed in various curriculum areas using the newspaper as a core resource. Conducted on campus and at the *Connecticut Post*. *3 credits*

ED 489 The Reading Workshop

This course is designed for teachers who are interested in establishing a Reading Workshop in their language arts classes. The Reading Workshop, which was first established by Nancie Atwell in Boothbay

Harbor, Maine, provides a practical structure for implementing a literature-based reading program. Topics will include: psycholinguistic theory, the structure of the reading workshop, the classroom library, responding to readers, reading mini-lessons, and dialogue journals. Part of each class session will serve as a model workshop in which participants read and respond to each other. *3 credits*

ED 490 Behavioral Modification and Instructional Management with Students

This course provides students with training in behavioral and instructional technology as it relates to teaching and managing the academic and social behavior of students. Content will include behavioral assessment, procedures to modify problematic behaviors, techniques to observe and record behavior, functional analysis of behavior, a review of model behavior modification classroom programs, ways to involve parents as behavior change agents and an analysis and discussion of successful intervention strategies for modifying the behavior of mainstreamed students. *3 credits*

ED 493 Explorations in Critical Studies

This course explores alternative approaches to education. The works of liberatory educators, such as Paulo Freire, provide the bases for dialogues on transforming education. The teacher's role is viewed as one of empowering students to think critically about themselves and their relation to education and society, and the student's role is seen as one of active participation in the learning process. *3 credits*

ED 497 Science and Health in the Elementary School

The purpose of this course is to make every elementary teacher comfortable with science and health. The course will bridge the gap between theory and practice, knowledge and application. It will take the inquiry-oriented approach emphasizing scientific exploration. *3 credits*

ED 498 Thesis Seminar

A seminar for students who have selected the thesis option for completion of the Master of Arts degree in which students will develop their research proposals, carry out the research and complete their theses. *3 credits*

ED 499 Introduction to Educational Research

This course is designed to familiarize the student with the tools, methods and sources of educational research, and to provide practice in the skill of becoming an educated consumer of this research. *3 credits*

ED 505 Teaching Writing in the Secondary School

This introductory course integrates theory and practice and is designed for secondary teachers who desire to teach writing by using a process approach. Topics will include: writing research, writing development, classroom methods for teaching writing in the secondary school, the use of journals, cooperative practices in the secondary writing classroom, reading-writing connections and exposition writing. Students will experience writing process through their own writing. *3 credits*

ED 506 Teaching Writing in the Elementary School

This introductory course is designed for teachers who desire to implement the teaching of writing as a process in their elementary classrooms. Topics to be considered include: psycholinguistic foundations of writing process, writing research, writing development, the integration of theory and practice, classroom methods for teaching writing process from first draft to final copy, and helping children learn the writer's craft. Students in this course will experience writing process through their own writing. *3 credits*

ED 507 Methods of Teaching Social Studies in the Elementary School

This course will explore content and strategies for teaching social studies at the elementary level. Methodology and research which incorporate social studies concepts with those posited by multicultural education will be the focus of instruction. This integration will promote incremental development and elaboration of understandings across grade levels. Ways to involve elementary students in the realities of cultural diversity will be examined and implemented by lesson design and corresponding activities. *3 credits*

ED 512 Contemporary Issues in Education

This is a PAIDEIA-type seminar to investigate and discuss current issues in our schools. Issues such as policy formation, multicultural education, textbook and curriculum selection, desegregation strategies, substance abuse, teen suicide, assessment and evaluation, student rights, and others will be discussed in order for the learner to become informed about the complex issues currently confronting American education. (Prerequisite: At least 12 credits toward master's degree.) *3 credits*

ED 517 Developing Collaborative Learning Methods

This workshop is designed to allow the participant to develop collaborative learning exercises within their curriculum. The ultimate aim of the workshop, which will be predominately hands-on, is to integrate collaborative exercises into the syllabi for the upcoming school year. *3 credits*

ED 521 Comparative Philosophies of Education

This course offers a comparison of systems of philosophy influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values. *3 credits*

ED 522 The Developmental Process

This course explores Piaget's findings regarding the cognitive, affective and moral development of the young person and the implications for schooling practice. *3 credits*

ED 530 Elements of Effective Instruction: Exploring the Knowledge Base

A continually updated study of the emerging research data about what improves teacher effectiveness and what improves student learning. Includes studies of teaching models, motivation techniques, classroom management procedures, learning strategies and other such issues. Students will be encouraged to analyze the professional knowledge base and then reflect upon their own behaviors in the classroom. *3 credits*

ED 531 Teaching Reading in the Elementary School

Designed for regular classroom and special needs teachers, this course will examine some emerging literacy issues as well as the teaching of vocabulary, reading comprehension, and study skills from varying theoretical positions. The application of current research on the reading–writing connection, literature-based reading programs and the integration of the arts of the English language will be highlighted. The course will also cover ways of organizing a reading program, alternate methods of grouping and literacy assessment. In addition, attention will be paid to the literacy needs of culturally diverse populations. As a methods course, it will involve on-site observations and field work with students. *3 credits*

ED 533 Learning Values:**Moral Development and Moral Education**

Contemporary theory and practice are studied, including investigation and evaluation of the work of Simon (“Values Clarification”), Piaget, and Kohlberg (“Six Stages of Moral Development”). *3 credits*

ED 534 Theories of Learning

The course presents a detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education. Investigation of other theories will be required for individual reports. *3 credits*

ED 555 Techniques in Diagnosing Reading Problems

This course offers a survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses. *3 credits*

ED 559 Remedial Reading

This course develops competency in selection and use of reading strategies/techniques for pupils of below average reading achievement level. *3 credits*

ED 565 Principles of Curriculum Development and Evaluation

The principles, problems, theories and critical issues in curriculum organization are studied. The main thrust of the course is the gaining of practical knowledge on developing and improving curriculum. Emphasis is placed on the

identification and systematic study of concerns and new directions in curriculum development and improvement, based on current research and thought. *3 credits*

ED 581 Directed Observation and Supervised Student Teaching (formerly ED 381)

This course offers a semester-long experience in local schools for students who have been approved as qualified candidates for teaching. Students will be involved five days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the University supervisor(s) and the cooperating teacher(s). Given in the spring semester only; students must register by mid-term of the fall. (Prerequisites: Formal acceptance into Teacher Preparation Program and completion of all certification requirements.) *6 credits*

ED 582 Student Teaching Seminar (formerly ED 382)

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention will be paid to issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio, will be addressed in the seminar. *3 credits*

ED 590 Practicum in Teaching

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

ED 595 Independent Study in Curriculum and Teaching

This course requires self-selected activity by qualified students under faculty supervision. Options include field studies or library research with in-depth study of a problem for a specified time. Student must submit preliminary proposal, detailed research design, and a comprehensive report and evaluation. Frequent consultation with faculty advisor is required. *3 credits*

Administration and Supervision (Elective) Courses

EA 400 Managing Change for School Improvement

This course will examine the change process as well as promising and innovative practices and models currently in use in schools. Ways in which schools and school systems are changing to support students and their families, to empower staff, and to build more effective relationships with their communities as well as each other will be explored. The course should assist students in developing a vision of schools of the future.

3 credits

EA 505 Community and Public Relations

This course covers the relations of school personnel with their various publics and the communications media; interest groups within the community and their effect on education; and problems of educational leaders in working with pressure groups. Students will demonstrate competency in effective communication and listening skills as well as skills in team building and fostering collaborative decision-making and participative planning.

3 credits

EA 510 Educational Leadership

This course is designed for exploration of various theories of leadership. Students will examine their experiences with a leader, review leadership literature and research, and develop specific leadership skills and approaches necessary for leading schools into the 21st century. Students will demonstrate competency in effective instructional leadership strategies, fostering respect for diversity, skills in team building, collaborative decision making and participative planning, allocation and use of resources.

3 credits

EA 512 School Finance

This course will provide an overview of current practices, procedures and problems regarding school finance at school and district levels. Included in the course are the studies of theories of taxation, local, state and federal revenues, financial planning and budgeting, impact of court decisions and the management of school property and activities. Students will demonstrate competency in effective communication skills and the ability to seek, allocate, and monitor school/district financial and human resources.

3 credits

EA 520 Principles of Supervision

This course will consider the application of the principles and techniques of educational supervision. Students will come to understand the Connecticut Teaching Competencies and will demonstrate an ability to use the Connecticut Teaching Instrument as a means of evaluating teaching performance. The “how to” of classroom observation, teacher evaluation and current strategies of educational supervision will be explored. The remediation of marginal performance will be discussed along with tenure, promotion, merit and/or dismissal. Students will demonstrate competency in effectively engaging school personnel in the process of teaching and learning, in understanding the Connecticut Teaching Competencies and the use of the CCI, in fostering collaborative decision making and in effective communication and listening skills.

3 credits

EA 532 Staff Development: Trends and Issues

(formerly The Administrator and Staff Development)

Trends, issues, problems and models of staff development will be explored by students. The principles of adult development and learning will provide a framework for the design, implementation and evaluation of staff development programs at school-based and/or system-wide levels. The organization and climate of school settings will be examined as well as the leader's role in developing a professional culture in schools. Students will develop a comprehensive staff development plan. They will demonstrate competency in coordinating programs of teacher assessment, staff development, and curriculum/instruction. Students will demonstrate understanding of the Connecticut Teaching Competencies and the use of the CCI.

3 credits

EA 536 School Culture

(formerly The Administrator and School Culture)

This course will explore the concept of schools and school systems as organizations with unique cultures. The characteristics of cultures: values, communication networks, symbol systems, heroes and heroines, rites and rituals, etc., will be examined in terms of their relationship to change. Contemporary issues of the role of leadership and culture in the improvement of pupil achievement, instruction and curriculum, professional development, shared decision making, collaborative planning, and cultural diversity will also be studied. Students will learn to analyze organizational cultures for children and adults as a prerequisite to strengthen schools and/or bring about change in them. Students will demonstrate competency in integrating

appreciation of a multicultural/diverse world within the school curricula. They will demonstrate skill in articulating a shared vision/mission and developing collaborative decision making and planning. *3 credits*

EA 540 Simulated Problems in Education

(formerly Simulated Problems in Administration)

This course will present contemporary problems in education on the elementary, secondary and school district levels. The student will be expected to react to the problems presented and individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of these problems will be stressed. *3 credits*

EA 557 Litigation and Liabilities:

Critical Issues in Educational Law

This course will give educators an overview and understanding of the legal foundations of education; the basic principles of negligence and contract law as commonly applied to schools; the critical concepts of due process and equal protection; constitutional rights protected by the First, Fourth, and Eighth Amendments, and the statutory protections afforded by the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and provisions of Title VII of the Civil Rights Act of 1964 and the Civil Rights Act of 1991.

3 credits

EA 568 Teaching the Disadvantaged

This course is designed to help teachers and administrators understand the conditions which lead to educational difficulties with minority populations. Methods will be explored for helping disadvantaged children to overcome these educational difficulties which arise from background and environmental conditions.

3 credits

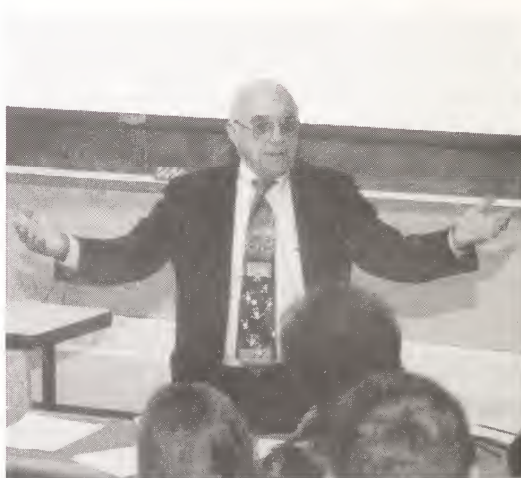
Teaching Fields

EN 404 Children's Literature

This course emphasizes developing an awareness of a variety of books that combine literary excellence and subjects appropriate to a child's world. Topics to be considered include: comparison of authors, illustrators, and genre; literature-based elementary classrooms; literature across the curriculum; reader response; critical thinking/critical reading; and the role of children's literature in a pluralistic society. *3 credits*

EN 405 Literature for Young Adults

Over the past two decades, adolescent literature has proliferated, grown more diverse, and improved in richness and quality. The purpose of this course is to explore the major current authors, poets and illustrators of works written for young adults. Among the topics to be considered are: theories and purposes of reading literature in the classroom; developing criteria for evaluating adolescent literature; reader response in the classroom; reading workshop; and integrating adolescent literature across the curriculum. *3 credits*



EN 406 Multicultural Literature K-8
(formerly ED 532)

During this course, students will read and discuss a range of literature representative of diverse cultures, ethnicities and lifestyles; explore the importance of this literature for both the children whose culture it reflects as well as for those it doesn't; develop criteria for evaluating the quality of the literature; and consider approaches for the use of multicultural literature in the classroom. The goals of the course are to establish a community of learners whose differing responses to the literature will generate a multi-leveled examination of the importance of this literature for use in the classroom, raise questions with elusive answers and suggest issues for further investigation. *3 credits*

EN 411 Teaching Writing in the 3-12 Classroom
(replaces EN 311)

This course is designed to provide teachers and prospective teachers with a theoretical background in writing process as well as practical techniques for applying the theory. In addition the course will help teachers develop an awareness not only of their own composing processes but the processes of others. Some of the topics to be covered are the writing needs of diverse populations, the reading/writing relationship, the writing of different genres, mini-lessons, conferencing techniques, revision techniques, writing across the curriculum, publishing alternatives, portfolios and other forms of assessment. An underlying premise of the class is that in sharing their perspectives, teachers at the elementary and secondary levels can enhance each other's performance as writing educators and as writers. *3 credits*

EN 417 Traditional and Structural Grammar
(formerly EN 317)

Designed for both English education majors and for experienced English teachers, the course presents an introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English, its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view. Special emphasis will be given to the teaching of language arts, including composition and stylistic analysis. *3 credits*

EN 482 The English Language — Form and Function
Designed for teachers and prospective teachers of English or of English to speakers of other languages, this course provides a linguistic analysis of the English language. Students will gain an understanding of the phonological, morphological, lexical and syntactic systems of English. In addition, attention will be given to the sociolinguistic aspects of the language. *3 credits*

HI 400 U.S. History

Designed to meet the U.S. history requirement for teacher certification students, this course traces the growth of democratic principles in the United States, from colonial America to the present, and examines its impact on American social, political and educational institutions. (For graduate level teacher certification students only; not applicable to history-social studies certification.)

3 credits

Computers in Education

Faculty

John Schurdak (*Program Director*)

Computers and Communications

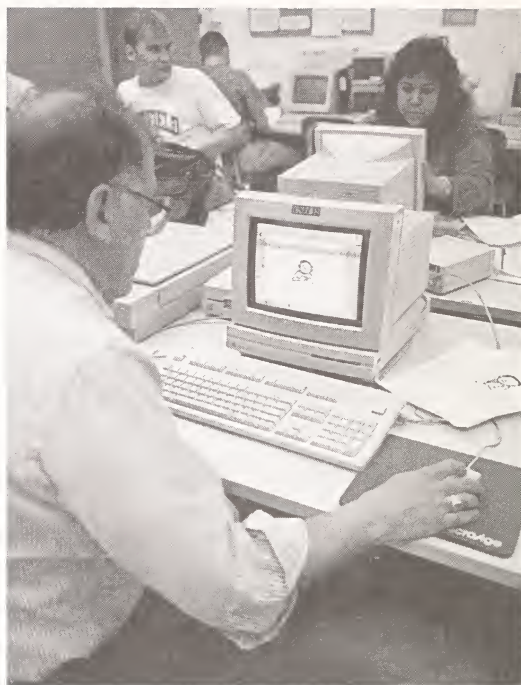
Our Computers in Education Program faculty has a long history of assisting teachers and administrators in learning to use computers effectively in their classrooms. The Fairfield University staff is credited with developing the first course in computer-assisted instruction to be offered at the graduate level, and it organized the earliest Master's degree program designed to prepare teachers and administrators to use computers in instruction.

The Computers in Education Program has IBM and Macintosh computer classrooms. Almost all courses are held in one of these classrooms, and some classes use both of these computer environments. Each student is normally assigned to an individual microcomputer during class time.

Requirements for the Master of Arts

The major in Computers in Education requires the completion of 33 credits as follows:

1. At the beginning of the program:
 - CS 400 Introduction to Computers
 - ED 429 Philosophical Foundations of Education
or
 - ED 521 Comparative Philosophies of Education
 - ED 522 The Developmental Process
or
 - ED 534 Theories of Learning
2. One of the following courses:
 - CS 403 Teaching and Learning with Integrated Application Environments IV: AppleWorks
 - CS 418 Teaching and Learning with Integrated Application Environments III: Microsoft Works
 - CS 426 Teaching and Learning with Integrated Application Environments II: ClarisWorks
 - CS 465 Teaching and Learning with Integrated Applications Environments I: Microsoft Office
3. One of the following courses:
 - CS 401 Computer Programming for Teachers: BASIC 1
 - CS 405 Introduction to LOGO and LogoWriter
 - CS 410 Introduction to PASCAL
 - CS 427 HyperCard for Teachers
 - CS 437 HyperStudio for Teachers
 - CS 505 LOGO II
4. Computer Applications course – 3 credits
5. Each of the following courses:
 - CS 504 Introduction to Computer Graphics
 - CS 510 Seminar on the Selection, Design & Evaluation of Curriculum Materials for Microcomputers
 - CS 511 Practicum in Computer Assisted Instruction I
6. Two Elective courses (6 credits)
7. Comprehensive Examination



Requirements for the Certificate of Advanced Study

Students who have earned a Master's degree may pursue a C.A.S. subject to the general regulations listed on page 12. Courses will be arranged in consultation with the faculty and will include ED 534 and ED 521 if not taken previously.

Course Descriptions

Computers in Education

CS 400 Introduction to Computers

In this course students will study the Macintosh, Windows and DOS operating systems and will be introduced to the basics of networking.

Lab fee \$45.

3 credits

CS 401 Computer Programming for Teachers: BASIC I

This course has no prerequisites and is geared for the first-time computer user who is interested in studying the use of computers in the classroom. This course will start at the most elementary level of programming, with no prior knowledge presumed. Students will receive instruction in developing programs for classroom instruction using the BASIC language.

Lab fee \$45.

3 credits

CS 402 Use of Computers to Teach Thinking and Problem Solving

Teachers in this course will study the use of the computer for developing and enhancing a range of thinking skills and problem-solving strategies. Students will use software packages developed by Judah Schwartz and by the Educational Development Center primarily to achieve these objectives. Participants in this course will develop teaching strategies and plans for using these packages in their classrooms.

1 credit

CS 403 Teaching and Learning with Integrated Application Environments IV: AppleWorks

(formerly Introduction to AppleWorks for Teachers)
This course is an introduction to the use of Apple's integrated software to teach computer literacy, explore the use of databases in teaching, and assist teachers in classroom management. Students will learn to use the database, spread sheet and word processing applications of this software package. No prior computer experience is expected.

Lab fee \$45.

3 credits

CS 405 Introduction to LOGO and LogoWriter

This course will introduce students to LOGO, its use in the classroom and the rationale leading to its development. This is designed for the first-time computer user. No prior knowledge of programming is required.

Lab fee \$45.

3 credits

CS 408 Introduction to Computers in Writing

How has the computer, the newest educational technology, altered writing, and our practice and teaching of it? What does it promise for the future? In this course, we will examine these questions from several theoretical and practical points of view. Readings are frequently illustrated with hands-on software use. Beginning with an examination of notions of test, literacy and communications, we will review writing theory, writing process and types of electronic collaboration. Additional topics focus on hypertext and hypermedia, literacy criticism, aspects of planning and running successful computerized programs and what writers of various ages and levels of expertise, from emerging to accomplished, kindergarten through college, can expect from writing on computers.

3 credits

CS 409 Computers in Writing Across the Curriculum

The focus in this course will be on ways in which computers can help students learn to write in subject matter areas. This course will emphasize writing as a process and will consider methods of applying computers to improve the writing ability of students. A significant part of participants' time will be devoted to the development of projects to teach writing within their own disciplines.

3 credits

CS 410 Introduction to PASCAL

This is an introductory course in PASCAL, a high-level language that encourages good programming style. Students will be introduced to problem-solving methods, algorithm development, and will be taught to design, code, debug and document programs.

Lab fee \$45.

3 credits

CS 412 Introduction to the Use of Story-Writing Software

Students will learn to use story-writing programs to teach writing, including original works, responses to topics in literature, social science and sciences, and testing. Participants will learn to use Shem the Penman, StoryWorks, StoryTree, and other story-writing software. *1 credit*

CS 416 IBM in the Classroom — An Introduction

In recent years IBM has become an increasingly important factor in the use of computers in the elementary and secondary school curriculum. In this course students will be introduced to the use of IBM microcomputers in a network environment, and will review a range of IBM instructional software. *1 credit*

CS 417 Computers in Elementary Education

This course will focus on the use of computers in elementary school instruction by providing teachers with strategies to integrate technology into the curriculum. Teachers will study effective approaches for the use of a single computer classroom and an independent computer lab. Participants will explore integration by content area, multidisciplinary themes and activities spanning many learning processes. A broad range of software appropriate for the elementary school will be demonstrated. Prerequisite: CS 426 or permission of the instructor. Lab fee \$45. *3 credits*

CS 418 Teaching and Learning with Integrated Application Environments III: Microsoft Works

(formerly Microsoft Works for Teachers)

This course is an introduction to the use of Microsoft's integrated software to teach computer literacy and explore the use of database, spread sheet, word processing and graphics applications of this software package. No prior computer experience is necessary. Lab fee \$45. *3 credits*

CS 421 Desktop Publishing for Teachers

In this course teachers will master the use of PageMaker and will be introduced to additional publishing software used in the production of school materials. Participants will study the principles of good layout and effective design. They will learn how desktop publishing is integral to the production of written materials created on computers in schools. Participants will learn how to integrate desktop publishing into all instructional areas of K-12. No previous experience with computers is required. *3 credits*

CS 426 Teaching and Learning with Integrated Application Environments II: ClarisWorks

(formerly Introduction to ClarisWorks for Teachers)

The primary goal of this course is for teachers to master the use of the integrated application environment of ClarisWorks, which includes the word processor, spreadsheet, database, paint, draw and communications applications. A second fundamental goal of this course is for teachers to learn to use the ClarisWorks integrated software as an environment for student learning. A further objective is for teachers to learn to use this software to administer, organize and manage their classrooms effectively. *3 credits*

CS 427 HyperCard for Teachers

This course is designed to help teachers learn HyperCard systematically through a series of hands-on classes. Beginning with storage and retrieval, students will quickly master the concepts of hypermedia through HyperCard, including cards, the components of scripting languages, stacks, buttons, color, sounds, animations, and digitized video. Students will learn techniques for building educationally sound HyperCard stacks. A goal of this course is to show teachers how HyperCard can be integrated into all K-12 subject areas. This course is designed for teachers who are beginning and intermediate Macintosh users. *3 credits*

CS 429 Teaching and Learning with the Internet

In this course teachers will master the use of the services and resources offered by the Internet, study ways in which schools are using the Internet, and come to know the resources on the Net that are of particular value to K-12 education. Lab fee \$45. *3 credits*

CS 436 Teaching and Learning with Macintosh Multimedia

This course provides teachers in grades K–12 with a robust foundation in applied multimedia authoring using QuickTime movie files and hypermedia products like HyperCard and HyperStudio. This course will help teachers develop an ability to evaluate their own multimedia creations as well as the creations of others. Some of the topics to be covered are the history of multimedia, the use of QuickTime movies in multimedia today, digital photography, digital video and audio compression algorithms, Kodak CD, CD-ROM creation, and the software topics: ScreenPlay, SoundEdit, and Adobe Premiere. Each student will create a multimedia project to be used as both an instructional tool and as a paradigm for student creations. Prerequisite: CS 427 or CS 437. Lab fee \$45. *3 credits*

CS 437 HyperStudio for Teachers

In this course teachers will master two sets of instructional skills. Each participant will learn all of the skills necessary to create HyperStudio stacks for instructional purposes, and then will learn how to use HyperStudio in their K–12 classrooms as an expressive and exploratory tools. A broad range of topics will be studied in this course. Teachers will learn to write, paint and draw with HyperStudio; create stacks with cards, buttons, actions and sounds; incorporate images directly from digital cameras and camcorders; quickly add multimedia and digitized video elements to stacks; attach actions to a variety of shapes; record and import images and sounds into stacks; and work with HyperStudio's scripting languages. Lab fee \$45. *3 credits*

CS 450 Use of Desktop Publishing in Instruction

This course is designed to instruct teachers in the classroom use of desktop publishing. Teachers will learn to use these publishing programs for both the creation of printed materials and as instructional tools with which students can create newspapers, posters, calendars, etc. Lab fee \$15. *1 credit*

CS 451 Computer Animation

The teaching of computer animation is often made difficult by the technical nature of current computer software. This course is designed to simplify the animation sequence. Each participant will be provided with drawing and animation tools which can be used to introduce students to the elements of computer animation. Lab fee \$15. *1 credit*

CS 452 Use of ClarisWorks Database in Social Studies

The database component of ClarisWorks offers the social studies student and teacher a laboratory for the exploration of a variety of human phenomena. Global studies, American demography, urban sociology, the American revolution as well as the American League can all be explored in a unique and new way. Students can query the database, sort, search and summarize their findings. They can also create their own databases and ask other students to share their conclusions. Participants are expected to be familiar with the ClarisWorks program. Lab fee \$15. *1 credit*

CS 453 Use of Story Writing Programs in Instruction

This course is designed for the teacher wishing to discover newer ways to interest younger students in the writing process. Participants will explore a new type of software which encourages students to create stories and illustrate them with graphics. Programs like Bank Street Storybook, Story Maker and StoryTree provide students with a format for creating and presenting stories on the computer and in printed form. *1 credit*

CS 454 Use of Computer Applications in Social Studies Instruction

Teachers will learn to use currently available software to achieve instructional objectives in social studies courses. Students will be introduced to the Tom Snyder Decision Series and a number of other programs with promise for social studies instruction. No prior computer experience is required. *1 credit*

CS 455 Instructional Applications of ClarisWorks

Teachers will explore instructional applications of the spreadsheet and database capabilities of ClarisWorks. Students should be familiar with ClarisWorks. *1 credit*

CS 456 Use of Desktop Presentation Graphics in Instruction

This workshop will present two graphics authoring programs—Broderbund's ShowOff and Scholastic's Slide Show—both excellent programs for creating software for group and individual presentations. ShowOff exploits the Apple GS graphics. Slide Show adds sound to tutorials. Lab fee \$15. *1 credit*

CS 457 Introduction to Networking in Schools

This course will introduce students to networking in school computer laboratories, within entire school buildings, and connecting to the Internet. Participants will be introduced to the AppleTalk and Phonenet systems. The course will focus on the AppleShare file-sharing system. Students will become acquainted with the major factors to be considered in planning and selecting a communications system for school use. Lab fee \$15. *1 credit*

CS 458 Introduction to Robotics in the Classroom

In this course students will be introduced to LEGO TC Logo. Participants will experience the use of robotics in discovery and problem-solving activities. The course will focus on the integration of robotics into the curriculum to enhance the teaching of problem solving. A working knowledge of Logo is required. Lab fee \$15.

1 credit

CS 465 Teaching and Learning with Integrated Application Environments I: Microsoft Office

In this course, teachers will master the wordprocessing, spreadsheet and presentation applications of this integrated software. Students will study the integration of this software into the curriculum to achieve specific instructional objectives. Participants will also learn to use this software for classroom and school management. Lab fee \$45.

3 credits

CS 501 Applications of Computers in Education: BASIC II

Students will expand their knowledge of BASIC by working with disk files and their application to various types of computer-assisted instruction. Varied forms of CAI will be discussed and programmed. Students will have the opportunity to create course modules in their own subject areas. (Prerequisite: CS 401 or permission of instructor) Lab fee \$45.

3 credits

CS 504 Introduction to Computer Graphics

This course is designed to instruct K-12 teachers in the essential elements of graphic applications and graphic design of value in K-12 classrooms, and in the role of computer graphics in classroom instruction. Beginning with elementary graphics topics, teachers will progress to master graphic tools found in programs like ClarisWorks, Adobe Illustrator and PhotoShop. The

broad range of topics covered in this course includes: scanning text and graphics, digital photography, paint software, draw software, photo manipulations software, and presentation graphics software. Students will design and implement computer graphics for instructional applications. Lab fee \$45.

3 credits

CS 505 LOGO II

In this course students will learn to use the LOGO Operators that manipulate numbers, words and lists. This course will focus on LOGO as a programming language. Programming projects in this course will be directed toward applications that can be used in the classroom. (Prerequisite: CS 405 or permission of instructor) Lab fee \$45.

3 credits

CS 509 PASCAL II

This course will prepare students to teach advanced placement courses in computer science. Topics to be covered include advanced linear data structures, tree structures, algorithms and numerical analysis. (Prerequisite: CS 410 or permission of instructor)

Lab fee \$45.

3 credits

CS 510 Seminar on the Selection, Evaluation and Design of Curriculum Materials for Microcomputers

In this seminar, students will study and discuss the relationship between theories of learning and the design, selection and use of computer learning environments. Students will be introduced to the LOGO exploratory environment. Prerequisites: CS 401 and CS 405 and permission of the instructor.

3 credits

CS 511-512 Practicum in Computer-Assisted Instruction I and II

This practicum affords students an opportunity to prepare curriculum materials for presentation by computer, and conduct independent studies. Students developing instructional materials may choose to use their own microcomputers, or the program's Macintosh or IBM computer systems. (Prerequisite: CS 510)

3 credits

CS 595 Independent Study in Computers

Students may do individual study in computers with a faculty member. Proposals for independent studies are submitted prior to registration.

3-6 credits

Media/Educational Technology

Faculty

Ibrahim M. Hefzallah (*Program Director*)

Media/Educational Technology

The educational media program attempts to offer a strong and up-to-date program in instructional technology including theory, production and applications. It emphasizes the effects of communication technology on the learner, the educational system and the society as a whole.

Students in the program learn how to plan and produce instructional programs applying the systems approach in teaching. Equipment and facilities available for student productions include still picture cameras, a multi-color camera TV studio, portable color video cameras and video cassette recorders, video post production, micro-computer classrooms, interactive video and CD-ROM laboratory.

Internships in television, media production, and school media libraries are available options to students majoring in educational media and to students seeking school media specialist certification.

School Media Specialist Certification

Course requirements for a School Media Specialist certificate are as follows:

1. Students holding a Connecticut educator certificate with at least one year of successful teaching must complete a minimum of 30 credits in media courses.
It is recommended that the selection of courses cover both the print and the nonprint media.
2. Students without an educator certificate must complete a minimum of 24 credits in media and 24 credits from the following:

Required:

ED 429	Philosophical Foundations of Education
ED 441	Teacher and Learner in the Multicultural Classroom
ED 442	Educational Psychology

ED 465	Teaching Methods for Secondary Schools or
ED 565	Principles of Curriculum Development (for students with teaching experience)
MD 400	Introduction to Educational Technology
MD 581	Directed Observation and Supervised Student Teaching in Media
MD 582	Student Teaching Seminar
SE 405	Exceptional Learners in the Mainstream or
SE 430	Special Learners in the Regular Classroom

Requirements for the Master of Arts

The Major in Educational Media requires 33 credits with at least 24 credit hours in media.

A. Required Courses (9 credits)

MD 400	Introduction to Educational Technology
ED 429	Philosophical Foundations of Education
MD 590	Internship in Media (full-time students) or
ED 499	Introduction to Educational Research

B. Areas of Specialization (24 credits)

1. School Media Specialist

MD 403	The School Library
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Choice of 21 credits from the following:

ED 470	Using Newspapers as Teaching Tools
EN 404	Children's Literature
EN 405	Literature for Young Adults
EN 406	Multicultural Literature K-8
MD 404	Cataloguing of Teaching Materials
MD 405	School Library Automation
MD 406	Introduction to Reference
MD 410	Sounds of Learning
MD 415	Introduction to CD-ROM Applications in Education
MD 411	Audio-Visual Design and Production
MD 418	Introduction to Interactive Videodisc Applications in Education
MD 425	History of Motion Pictures in the Western World

- MD 431 Video Production I
- MD 433 Critical Viewing of Television
- MD 450 Computer Graphics for Visual Communication I

2. Instructional Development Program

- ED 534 Theories of Learning

Choice of 21 credit hours from the following:

- EN 404 Children's Literature
- EN 405 Literature for Young Adults
- EN 406 Multicultural Literature K-8
- MD 410 Sounds of Learning
- MD 411 Audio-Visual Design and Production
- MD 415 Introduction to CD-ROM Applications in Education
- MD 418 Introduction to Interactive Videodisc Applications in Education
- MD 420 Writing for the Visual Media
- MD 431 Video Production I
- MD 450 Computer Graphics for Visual Communications Part I
- MD 451 Computer Graphics for Visual Communication: Part II

- MD 455 Communications in the Information Age
- MD 460 Principles of Instructional Development or
- ED 565 Principles of Curriculum Development
- MD 531 Video Production II
- MD 550 Planning and Producing Instructional/Training Programs
- MD/ PY545 Designing and Development of Training Programs

3. TV Production

Choice of 24 credits from the following:

- MD 410 Sounds of Learning
- MD 416 Introduction to Photography
- MD 418 Introduction to Interactive Videodisc Applications in Education
- MD 420 Writing for the Visual Media
- MD 421 Introduction to Motion Pictures I
- MD 431 Video Production I
- MD 433 Critical Viewing of TV
- MD 450 Computer Graphics for Visual Communication: Part I
- MD 455 Communication in the Information Age
- MD 511 Audio Visual Design and Production: Part II
- MD 531 Video Production II
- MD 540 Practicum in TV Production
- MD 541 TV in Training and Business
- MD/ PY545 Designing Development and Training Programs
- MD 550 Production of Training/Instructional Programs
- PY 471 Effective Interviewing

4. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals. To be considered an educational media major, a students must accumulate 24 credit hours in media courses.

C. Comprehensive Examination



Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the master's degree.

A. Required Courses

- ED 521 Comparative Philosophies of Education
- ED 534 Theories of Learning
- MD 500 Administration of Educational Media Programs
or
- MD 580 Research in Educational Media Administration
or
- MD 599 Research in Educational Media

Other courses must be in the selected area of specialized study.

B. Areas of Specialization

1. Media Management

Choice of one of the following:

- EA 510 Administrative Leadership
- EA 520 Principles of Supervision

Selection of six courses from the School Media Specialist and Instructional Development areas.

2. Instructional Development Program

(Open for candidates who have had their Master's degree in areas other than Instructional Development program.)

Choice of seven courses from the Instructional Development cluster.

3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of seven courses from the TV Production cluster.

4. Free-Track

The program is designed by the student in consultation with the advisor and is based on the student's previous experience and intended career goals (21 credit hours).



Course Descriptions

Media/Educational Technology

MD 400 Introduction to Educational Technology

The first part of the course focuses on teaching as a system which targets the individual student to help develop the person as a whole. The second part focuses on the use of media and new instructional technology in designing effective teaching strategies and environments conducive to learning. The third part focuses on the new literacies, including computer literacy and media literacy. Lab fee \$45. *3 credits*

MD 403 The School Library

The role of the school library in the teaching-learning process is examined. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments; and teaching elementary and secondary school students efficient ways of using the school library are covered. *3 credits*

MD 404 Cataloguing of Teaching Materials

This course will examine principles of classifying and cataloguing teaching materials for optimum access and retrieval by the student and teacher. *3 credits*

MD 405 School Library Automation

(formerly MD 412)

This course will provide students with the hands-on experiences required to implement a circulation and catalogue automation system in a library. Topics covered will include barcoding, MARC records, retrospective conversion, catalogue searching, and networking. Each student will create a fully functional circulation/catalogue system, complete with overdues, statistics reporting, reserve and temporary items and special collection groups. No previous computer or automation skills are required. Lab fee \$45. *3 credits*

MD 406 Introduction to Reference

In this course, students will learn how to find information and how to teach elementary and secondary school students efficient ways of retrieving information, including on-line reference. *3 credits*

MD 407 Creative Media Utilization for the Elementary School

The course explores creative use of educational technology in the elementary school. Production of inexpensive teaching materials will also be studied.

3 credits

MD 410 Sounds of Learning

Students study how to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs; and study of the use of audio in computerized multimedia. Lab fee \$45.

3 credits

MD 411 Audio Visual Design and Production

(formerly Production of Audio-Visual Materials: Part 1)

The production of effective instructional media relies heavily on a basic understanding of visual and audio design. By applying this knowledge, educators and business communicators alike will increase the likelihood of impacting their audiences favorably. This course will use a number of production tools including computer graphics and layout programs to create originals that will be used to produce multimedia presentations, 35mm slides, overhead transparencies, newsletters, and flyers. No prior knowledge of computers is required. Lab fee \$45.

3 credits

MD 415 Introduction to CD-ROM Applications in Education K-12

CD-ROM (Compact Disc—Read-Only-Memory) is a powerful publication medium. Its major advantage is the ease of retrieving information from a vast amount stored on the disc. No prior knowledge of computers is needed to benefit from browsing, sorting, and selecting information stored on a CD-ROM disc. This course offers the opportunity to students to investigate and explore the educational uses of some of the most acclaimed CD-ROM programs. The course utilizes a multimedia laboratory. Lab fee \$45.

3 credits

MD 416 Introduction to Photography

This course emphasizes the role of the still picture in communication with particular attention given to instruction, the design and production of instructional still pictures, and mechanics of camera operation and darkroom techniques.

3 credits

MD 418 Introduction to Interactive Videodisc Applications in Education

Interactive videodisc is a growing instructional delivery system in which video material is presented under computer control. Viewers not only see and hear the pictures and sound, they interact with the program by making active responses. These responses affect the pace and sequence of the presentation. This course introduces the student to an effective and user-friendly instructional technology commonly used in training and development environments and gaining momentum in school environments. It covers the basic concepts underlying interactive videodisc, exposes the student to samples of videodisc courseware used in education, and offers the student hands-on experience in interactive video design and the opportunity to produce an interactive videodisc module.

Lab fee \$45.

3 credits

MD 423 Introduction to Film, Computer and Video Animation

The course is designed to explore film, computer and video animation techniques which can be produced using simple and basic equipment. Prior knowledge in motion picture photography and computer programming are not a prerequisite. Basic skills of video camera and video tape recordings are required.

3 credits

MD 425 History of Motion Pictures

This course involves the study of the evolution of the motion picture medium from its infancy to its present stage of development. Film fee \$45.

3 credits

MD 431 Video Production I

Using a single-camera videotape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training. The students will also have the opportunity to become familiar with multiple-camera systems using the University color television studio. Lab fee \$45.

3 credits

MD 433 Critical Viewing of TV

Because television is watched by millions of children and young people for long hours every day, it is essential to develop their critical viewing abilities. Critical viewing of television can be taught and should not be left to chance. However, without discriminating parents and teachers, children will lack models of intelligent use of

the television medium. The main objective of the course is to increase the adults' understanding of television and to further develop their critical viewing skills. The course also focuses on methods and curricula for developing children's and teenagers' critical viewing skills.

3 credits

MD 450 Computer Graphics for Visual Communication: Part I

The course aims to develop students' understanding of computer graphics in visual communication. It will also provide them with opportunities to practice skills needed to develop visuals for presentations. Students will gain experience in creating well-designed screens that integrate text, graphics and graphs in an effective presentation. Lab fee \$45.

3 credits

MD 451 Computer Graphics for Visual Communication: Part II

This course will introduce students to the scope and the application of computer graphics in industry and business. Topics include different styles and capabilities of computer graphics, and analysis of resources for creating the various types of computer graphics in terms of hardware, software and other cost-effective factors compared to conventional graphic image preparation. The course will also offer students the opportunity to experiment with packaged computer graphic programs using the Multimedia Lab. Lab fee \$45.

3 credits

MD 455 Communications in The Information Age

The course is designed to acquaint the student with new communications technologies, their backgrounds, current applications and likely future directions. The impact of these technologies on humanity will be discussed.

3 credits

MD 460 Principles of Instructional Development

The course covers the basics of systematic design of instruction, and explores the application of systems approach to the design of mediated curricula. Topics studied in this course include history of instructional technology, identifying and specifying requirements for instruction, writing and using instructional objectives, assessing learner performance, and review of authoring systems used in designing mediated interaction. Students will have the opportunity to complete a project proposal and to develop a segment of the proposed project. (Prerequisite: MD 400)

3 credits

MD 500 Administration of Educational Media Programs

This course covers the administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting and planning for instructional technology application are included. (Prerequisites: MD 400 and MD 411) *3 credits*

MD 511 Audio Visual Design and Production: Part II

This course is an in-depth study of the theory and the process of effective visual design and presentation. Using microcomputers and advanced software, students will design and produce a multimedia instructional/training package. (Prerequisite: MD 411, or permission from the instructor) Lab fee \$45. *3 credits*

MD 531 Video Production II

The picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the producing of a training/instructional television program are examined. (Prerequisite: MD 431) Lab fee \$45. *3 credits*

MD 540 Practicum in TV Production

Prerequisite: Nine credit hours in TV courses and six credit hours in other media production courses.

Credit by arrangement

MD 541 TV in Training and in Business

This course examines the use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise and analytical study of television in advertising are included. (Prerequisites: MD 431 and MD 531)

3 credits

MD/PY 545 Designing Development and Training Programs

Participants are expected to be prospective trainers, training specialists, personnel generalists or line personnel in business and industry. The primary focus of the course will be upon designing development and training programs for administrative professionals and management employees. Course assignments will provide individualization and tailoring of course content to participant needs and working environment. *3 credits*

MD 550 Production of Training/Instructional Programs

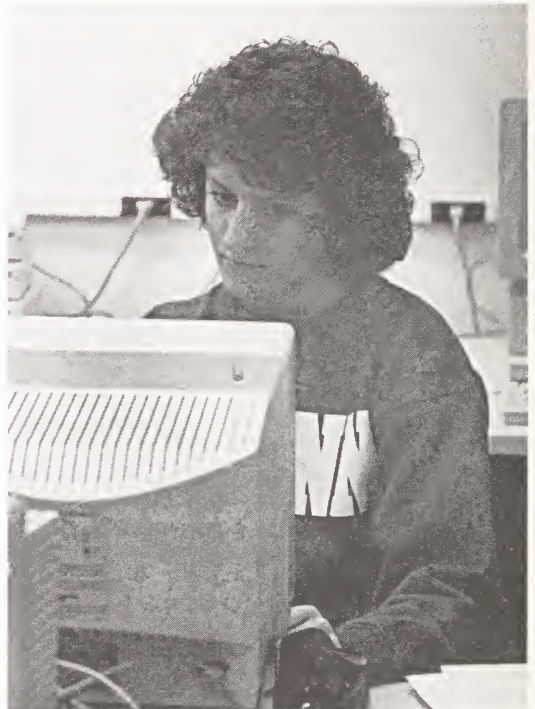
The students will put into use the principles and skills they have developed in previous courses to plan, design and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation)

3 credits

MD 580 Research in Educational Media Administration

This is an independent study project with emphasis upon research in administering educational media programs. (Prerequisite: 15 hours in media courses)

3 credits



MD 581 Directed Observation and Supervised Student Teaching in Media

Under the supervision of the media librarian, students will gain experience in the full spectrum of library media experiences, including design, implementation, delivery and evaluation of media services. Students will attend group seminars on campus once a week for discussion of student experiences and presentations. Attendance at weekly group seminars is required. Individual conferences are also held and each student is assisted, observed, and evaluated by the faculty and the cooperating media librarian.

*6 credits***MD 582 Student Teaching Seminar**

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and problems faced by student teachers and on the culture and organization of the schools. Although much of the subject matter of the seminar flows from the on-going student teaching experience, attention will be paid to issues such as school governance, school and district organizational patterns, classroom management, conflict resolution, communication with parents, sensitivity to multicultural issues and inclusion. The job application process, including resume writing, interviewing skills and developing a professional portfolio will be addressed in the seminar.

*3 credits***MD 590 Internship in School Media**

The internship is for full-time students who seek first-hand experience in school media management.

*Credit by arrangement***MD 591 Internship in TV Production***Credit by arrangement***MD 592 Internship in Multimedia Production***Credit by arrangement***MD 595 Independent Study in Educational Technology**

Students may do individual study in media with a faculty member. Proposals for independent studies are submitted prior to registration.

*3-6 credits***MD 599 Research in Educational Media**

Prerequisite: 15 credit hours in educational media courses.

Credit by arrangement

TESOL, Foreign Language and Bilingual/Multicultural Education

FacultySr. Julianna Poole (*Chair*)

Antônio Simões

This department is designed for teachers and prospective teachers in the areas of Teaching English to Speakers of Other Languages (TESOL), Foreign Language Education (including English as a Foreign Language — EFL), and Bilingual/Multicultural Education. Applicants interested in emphasizing either Foreign Language Education or Bilingual/Multicultural Education must demonstrate proficiency in English and at least one other language.

A program of studies is individually planned for each student in accordance with his/her experience and areas of interest. A minimum of 33 credits is required. The required courses are outlined below. Some courses may be substituted at the discretion of the department chairperson.

Requirements for the Master of Arts

1. Completion of 33 credits
2. Required Education Courses (12 credits)
 - a. ED 429 Philosophical Foundations of Education
(Should be taken within first nine credits. NOTE: This is the required philosophy course for the Master's level student. Only by explicit exception will a Master's candidate be permitted to take any other course to fulfill the requirement.)
 - b. ED 499 Introduction to Research
(Should be taken within first 15 credits.)
 - c. MD 400 Introduction to Educational Technology
 - d. ED 512 Contemporary Issues in Education
Prerequisite: At least 12 credits toward master's degree.
3. Areas of Concentration: Required Courses (15 credits)
 - a. Emphasis on TESOL
 1. SL 423 Principles of Bilingualism
(within the first 12 credits)
 2. SL 436 Methods and Materials for Second Language Teaching

3. SL 441 Teacher and Learner in the Multicultural Classroom
4. SL 477 Culture and Second Language Acquisition
5. SL 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs
- b. Emphasis on Foreign Language Education/EFL
 1. SL 423 Principles of Bilingualism (within the first 12 credits)
 2. SL 436 Methods and Materials for Second Language Teaching
 3. SL 441 Teacher and Learner in the Multicultural Classroom
 4. SL 422 Teaching Grammar in Second Language Settings
 5. SL 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs
- c. Emphasis on Bilingual/Multicultural Education
 1. SL 423 Principles of Bilingualism (within the first 12 credits)
 2. SL 426 Methods and Materials for Bilingual Programs
 3. SL 441 Teacher and Learner in the Multicultural Classroom
 4. SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural Education
 5. SL 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs
4. Special Education (3 credits)
 - ED/SE 430 Special Learner in the Regular Classroom or
 - SL/SE 419 Special Learners in the Bilingual/ESL Classroom
5. Electives (3 credits)
6. Completion of either a comprehensive examination or a Master's Thesis
 - a. Comprehensive Exam candidates selecting this option are required to register to take the examination after having completed at least 24 credits.
 - b. Master's Thesis candidates selecting this option are required to:
 1. complete ED 499 prior to selecting the thesis option;
 2. complete at least 15 but not more than 30 credits, then inform their advisor of their decision to write the thesis;
 3. obtain instructions for preparing the

Master's Thesis from the Chair of the TESOL, Foreign Language, Bilingual/Multicultural Education Department;

4. complete at least 24 credits, then take SL 498 Thesis Seminar;
5. receive written approval of the thesis by the members of the reading committee, then complete an oral defense of the thesis.

State Certification

Fairfield University is accredited to offer Connecticut State Certification in TESOL and Bilingual Education.

International Exchange Study

The Master of Arts exchange program in Multicultural Education provides an opportunity for graduate students to attend classes as well as conduct scholarly research utilizing the faculty expertise, library and research facilities of Fairfield University and the *Universidade Aberta* in Portugal or Fairfield University and the *Tianjin Institute of Education*, *Shanghai Teachers University* or *Tianjin Normal University* in the Republic of China.

Students should inquire through the Graduate School of Education and Allied Professions Dean's office and meet the established admission requirements for the Master of Arts degree as stated in the catalogue. In addition, students need the written approval of the International Exchange Study coordinator, Dr. António Simões.

Attendance will alternate between Fairfield University's Graduate School of Education and Allied Professions and the specified exchange university.

Housing and transportation are the responsibilities of the student. Fairfield University and the host international university will assist students in locating off-campus housing.

Tuition is payable to Fairfield University at the rate in effect at the time of attendance as specified in the catalog of the Graduate School of Education and Allied Professions regardless of which campus student actually attends.

Written and oral language fluency in the language of the exchange country is required.

Coursework given at Fairfield University will be three-credit courses with duration of one semester. Courses given abroad may earn from one to six credits per academic semester depending on the number of contact hours. Students may select Pass/Fail grading for courses taken abroad.

An interview with Dean Antônio Simões and the program advisor is required. Student must make an appointment to be interviewed as part international exchange study.

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required Education Courses (12 credits)
 - a. ED 521 Comparative Philosophies of Education
 - b. ED 534 Theories of Learning
 - c. ED 565 Principles of Curriculum Development and Evaluation
 - d. SL 590 C.A.S. Practicum in Teaching
3. TESOL, Foreign Language, Bilingual/Multicultural Program Courses (12 credits)
 - a. SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education
 - b. SL 527 Testing and Assessment in Foreign Language, ESL, and Bilingual Programs
 - c. SL 528 Second Language Curriculum Development
 - d. SL/SE 419 Special Learners in the Bilingual/ESL Classroom or ED/SE 430 Special Learners in the Regular Classroom
4. Electives (6 credits)



Course Descriptions

Note: *SL courses were formerly prefixed as ED courses.*

SL/SE 419 Special Learners in the Bilingual/ESL Classroom

This course is designed to familiarize bilingual and ESL teachers with the developmental learning needs of children and adolescents who are exceptional. The special learning needs of linguistically and culturally diverse children will be examined. Methods of identifying and working effectively with exceptional children and adolescents in bilingual or ESL classrooms will be explored.

3 credits

SL 422 Teaching Grammar in Second Language Settings

The teaching of grammar is a necessary component of language programs. The aims of this course are to provide foreign/second language and bilingual teachers with techniques to facilitate their students' acquisition of grammar, illustrate effective contextualization of grammatical principles, and examine instructional strategies that draw the attention of the learner to specifically structural regularities. The realization of these aims will be complemented by analyzing the theoretical considerations of second language grammar teaching.

3 credits

SL 423 Principles of Bilingualism

This foundation course examines research and theories underlying bilingualism. Students will gain an understanding of the concepts and issues involved in utilizing the principles of bilingualism in educational settings. An overview of the historical development of bilingual education in the United States and in other countries will be complemented by the discussion of major programs and social models for bilingual education.

3 credits

SL 426 Methods and Materials in Bilingual Programs

Designed for elementary and secondary bilingual teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to bilingual learners. Students will have the opportunity to examine a variety of bilingual education program models, analyze frequently used methods and materials, and discuss the adaptation and development of effective bilingual instructional materials and assessment instruments and the implementation of alternative methods.

3 credits

SL 433 Practicum in TESOL

Students who are qualified candidates for teaching English to speakers of other languages will participate in a field experience in actual ESL programs in selected instructional environments. Students will have the opportunity to explore methods, techniques and assessment in the field of ESL. *3 credits*

SL 436 Methods and Materials for Second Language Teaching

Designed for foreign and second language teachers and prospective teachers, this course provides an exploration of methods, techniques, strategies and instructional media relevant to ESL and foreign language students. A major goal of the course is to discuss the development and enhancement of communicative environments in language classrooms. Students will have the opportunity to examine a variety of innovative methods and to discuss the adaptation and development of materials and assessment instruments. This course meets the state requirement for the certificate for teaching English to adult speakers of other languages. *3 credits*

SL 441 Teacher and Learner in the Multicultural Classroom

Designed for classroom teachers in general, as well as ESL, foreign language and bilingual teachers, this course sensitizes teachers to cultural and dialectal diversity. It provides insights and instructional tools for dealing with cultural pluralism in the classroom. It focuses on developing enhanced awareness of and tolerance and appreciation for diverse values, cognitive styles and world views. *3 credits*

SL 445 Comprehending and Communicating in a Second Language

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying the acquisition of speaking and listening skills in a second language. Strategies for assessing student performance, evaluating and adapting materials, and enhancing communicative competence in the classroom will be presented. *3 credits*

SL 451 Content Area Instruction in Bilingual/ESL Classrooms

This course examines language and learning in the content areas while emphasizing the communicative

environment of the classroom. Teaching strategies that enable the learner to understand the discourse of content subjects will be explored. Textbooks and materials which incorporate content area instruction will be examined, and procedures for integrating content area subjects and for assessing students' progress in the content areas will be discussed. *3 credits*

SL 461 Reading and Writing in a Second Language

Designed for second/foreign language and bilingual teachers, this course provides an examination of the current theory and research underlying first and second language reading and composing processes. Procedures for understanding and analyzing the problems that characterize second language readers and writers will be explored. Strategies for assessing student performance, evaluating and adapting materials, and enhancing the comprehension and creation of written second language discourse will be presented. *3 credits*

SL 477 Culture and Second Language Acquisition

Designed for foreign/second language and bilingual teachers, this course treats culture and language as interdependent phenomena. The basic concepts, research and principles applicable to culture and language learning are explored. Emphasis will be on the practical application of the concepts to the language classroom. Students will also gain an enhanced awareness of their assumptions regarding their own and other cultures, and they will gain an understanding of how these assumptions influence language teaching and learning. *3 credits*

SL 489 Practicum in Bilingual Programs (formerly SL 589)

Students who are qualified candidates for teaching in a bilingual setting will participate in a field experience in actual bilingual programs in area school systems. Students will gain experience in bilingual methods, techniques, planning and assessment. *3 credits*

SL 498 Thesis Seminar

This seminar is for students who have selected the thesis option for completion of the Master of Arts degree. Students will develop their research proposals, carry out the research and complete their theses. An approved thesis must be submitted to fulfill this degree requirement. *3 credits*

SL 504 The English Language Learner in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the learning needs of children and adolescents who are linguistically and culturally diverse. An overview of second language acquisitions theory will provide the framework for discussing ways to meet the needs of English language learners. Strategies for developing and adapting materials for creating communicative classroom environments and assessing student performance will be presented. *3 credits*

SL 526 Historical and Sociopolitical Issues in Bilingual/Multicultural/ESL Education

This course, which will be conducted as a seminar, provides an overview of the historical events and philosophical issues underlying bilingual/multicultural education. Contemporary socio-political controversies surrounding bilingual education and ESL instruction will be discussed. *3 credits*

SL 527 Testing and Assessment in Foreign Language, ESL and Bilingual Programs

Designed for foreign/second language and bilingual teachers, this course provides an overview of techniques for assessing second language and bilingual proficiency. Standardized instruments currently in use will be evaluated. Students will have the opportunity to analyze techniques for assessing a variety of factors relevant to second language and bilingual proficiency including I.Q., academic achievement, language aptitude, and competence in reading, writing, speaking and listening. In addition, controversial issues affecting language assessment, such as the proficiency movement, will be discussed. *3 credits*

SL 528 Second Language Curriculum Development

This course is designed to familiarize foreign/second language and bilingual teachers with the theory underlying the development of second language curricula. The emphasis of the course is on devising curricula in accordance with the needs of learners. Strategies for analyzing needs, developing curricula that focus on communication, and evaluating and choosing appropriate materials and assessment instruments will be presented. *3 credits*

**SL 581 Directed Observation and Supervised Student Teaching**

This course offers a semester experience for students who have been approved as qualified candidates for teaching in TESOL or Bilingual Education programs. Students will be involved five days a week in observation and teaching. In accord with certification regulations, half of the period of student teaching will be spent in an elementary setting and half in a secondary setting. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars and individual conferences are held and each student is assisted, observed and evaluated by the university supervisor(s) and the cooperating teacher(s). (Prerequisites: Formal acceptance into teacher preparation program and completion of all certification requirements.) *6 credits*

SL 582 Student Teaching Seminar

This weekly seminar is taken concurrently with student teaching. The seminar focuses on the issues and experiences of student teachers in TESOL or Bilingual Education placements. *3 credits*

SL 590 C.A.S. Practicum in Teaching

The student is required to solve a practical problem in classroom teaching which involves applying educational research to a specific ESL/Bilingual school situation. *3 credits*

Counselor Education

Faculty

Harold Hackney (*Chair*)

Janine M. Bernard

Lynn M. Haley-Banez

Majors in the Counselor Education Department lead to a Master of Arts degree with a concentration in Community Counseling, School Counseling, and Student Affairs and College Counseling. The Community Counseling major prepares students to work in a variety of human service settings, including community counseling centers, career centers, substance abuse centers, crisis counseling centers, and other community agencies offering counseling services. The School Counseling major prepares students to work as counselors in elementary, middle, and secondary schools. The Student Affairs and College Counseling major prepares students to work in a variety of college and university settings, including residence life, university counseling centers, dean of students offices, and other related university offices. Student will be endorsed for certification and/or job placement only in

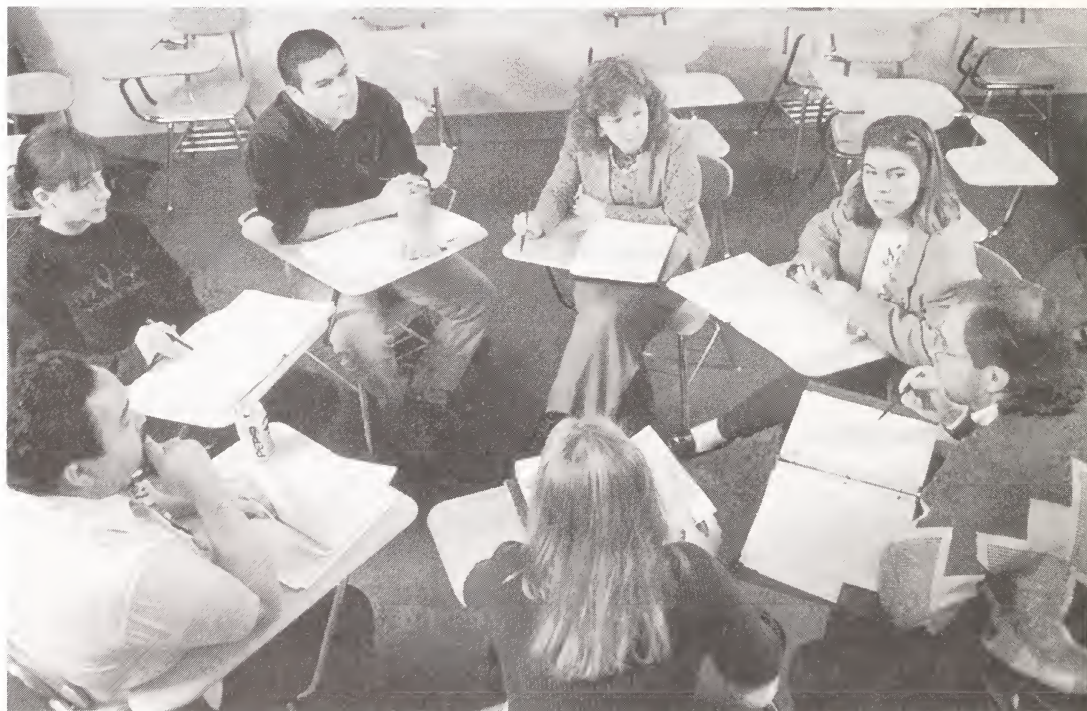
their area of concentration. The Community and School Counseling programs of study are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council on Recognition of Postsecondary Accreditation (CORPA).

In view of the responsibilities of the role of counselor in both school and community settings, students whose work is of marginal quality in pertinent courses or who demonstrate personal qualities that are not conducive to the role of counselor will not be recommended either for matriculation or continuation in the department.

Admission to the Department

Admission decisions are made three times a year. The deadlines for submission of application materials are March 15, July 1, and November 1.

In addition to the basic admission application, students are required to complete an application supplement. Candidates will be notified regarding an interview after a paper review of their credentials.



Requirements for the Master of Arts

All three majors in Counselor Education require completion of 48 credits for the Master of Arts degree. State certification as a school counselor may be accomplished as part of the Master of Arts degree program of study.

School Counselor Certification

The School Counseling major requires completion of the 48-credit Master of Arts degree. Students who have no prior teaching experience but wish to be certified in Connecticut as school counselors may do so by completing a one-year, full-time internship in a school setting prior to completion of the degree.

Requirements for the Certificate of Advanced Study

The Certificate of Advanced Study is awarded in School Counseling with the completion of a minimum of 30 credits in an approved program of study beyond the Master of Arts degree. A C.A.S. may also be obtained in Community Counseling or Student Affairs and College Counseling, provided the candidate possesses a Master's degree in a mental health counseling discipline (e.g. social work, rehabilitation counseling, community counseling, psychology).

Programs of Study

School Counseling

(minimum of 48 semester hours)

1. Human Development (6 credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology & Classification I
2. Professional Orientation (3 credits)
CN 451 Introduction to Counseling
3. Social and Cultural Foundations (3 credits)
CN 433 Multicultural Issues in Counseling
4. Helping Relationship (6 credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Pre-Practicum
5. Group Work (6 credits)
CN 455 Group Process
CN 554 Group Facilitation

6. Lifestyle and Career Development (3 credits)
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)
CN 558 Counseling Practicum
CN 590S Internship: School Counseling
10. Specialized Curriculum (9 hours)
CN 531 Guidance Programs: Procedures, Organization and Evaluation
ED 429 Philosophical Foundations of Education
SE 405 Exceptional Learners in the Mainstream*
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

* Not required for Master's degree but required for School Counseling Certification when candidate lacks a Connecticut State Educator Certificate.

Community Counseling

(minimum of 48 semester hours)

1. Human Development (6 credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology & Classification I or
PY 437 Psychopathology & Classification II
2. Professional Orientation (3 credits)
CN 451 Introduction to Counseling
3. Social and Cultural Foundations (3 credits)
CN 433 Multicultural Issues in Counseling
4. Helping Relationship (9 credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Pre-Practicum
FT 550 Introduction to Marriage and Family Therapy
5. Group Work (6 credits)
CN 455 Group Process
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)
PY 536 Educational and Psychological Testing
8. Research and Evaluation (3 credits)
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)
CN 558 Counseling Practicum
CN 590C Internship: Community Counseling

10. Specialized Curriculum (3 hours)
CN 432 Community Counseling: Management, Delivery, and Evaluation
11. Electives
12. Comprehensive examination which may be taken prior to the internship.

Student Affairs and College Counseling (minimum of 48 semester hours)

1. Human Development (6 credits)
CN 447 Lifespan Human Development
PY 436 Psychopathology & Classification I
or
PY 437 Psychopathology & Classification II
2. Professional Orientation (3 credits)
CN 451 Introduction to Counseling
3. Social and Cultural Foundations (3 credits)
CN 433 Multicultural Issues in Counseling
4. Helping Relationship (6 credits)
CN 500 Theories of Counseling and Psychotherapy
CN 553 Counseling Pre-Practicum
5. Group Work (6 credits)
CN 455 Group Process
CN 554 Group Facilitation
6. Lifestyle and Career Development (3 credits)
CN 457 Career Development: Theory and Practice
7. Appraisal (3 credits)
PY 536 Education and Psychological Testing
8. Research and Evaluation (3 credits)
CN 566 Research Methodology
9. Clinical Instruction (6-9 credits)
CN 558 Counseling Practicum
CN 590P Internship: Student Affairs Practice
10. Specialized Curriculum (6 hours)
CN 430 Introduction to College Student Development
CN 435 Student Affairs Services
11. Electives
12. Comprehensive examination which may be taken prior to the internship.



Course Descriptions

Counseling

CN 400 Special Topics in Counseling

This is a one-credit weekend course that offers students a concentrated examination of one counseling issue. Topics vary and are described in semester bulletins.

1 credit

CN 430 Introduction to College Student Development

This course is designed to acquaint the student with the background of student affairs practice and college counseling, and the theory and philosophy of student affairs practice and college counseling as it relates to the changing college setting. Students will be introduced to the characteristics and needs of traditional and nontraditional student groups, reflecting the cultural diversity of the larger society, as a foundation for effective intervention strategies. Both the evolution of student affairs practice and current trends will be covered.

3 credits

CN 432 Community Counseling: Management, Delivery, and Evaluation

This course is designed to familiarize the student with the workings of community-based human service programs. Among focus areas will be organizational structure, agency goals and human resources, development, consultation roles, and program evaluation. (Prerequisites: CN 433, CN 447, CN451, CN 500)

3 credits

CN 433 Multicultural Issues in Counseling

Issues in the counseling of individuals and families from diverse ethnic, cultural, racial and socioeconomic backgrounds will be examined. The social, educational, economic and behavioral factors that impact on clinical work in the field will be discussed. Attention will be given to counseling men, women and couples and the issues of gender role stereotyping and changing sex roles. The course will integrate professional contributions from both individual counseling and family therapy literature.

3 credits

CN 435 Student Affairs Services

This course is designed to outline the functions and services of student affairs offices and student personnel workers using a pluralistic perspective. The purpose is to introduce various aspects of student personnel work in colleges and universities. The emphasis of the course is on the exploration of the multidisciplinary and multicultural foundations comprising student affairs practice and college counseling work: purposes, issues, functions, and professional practice, including legal and ethical concerns. Additionally, program design, implementation and guidelines for practice will be examined. *3 credits*

CN/PY 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult and family development are examined with attention to the modification of family structures over time. Special attention is given to psychosocial development within both family systems and cultural contexts. *3 credits*

CN 451 Introduction to Counseling

This course offers a professional orientation to the counseling profession including history and philosophy, standards and credentialing, ethical codes, work settings, and relationship to other human service professionals. In addition, the course will introduce the student to important counseling topics including ethics, assessment, consultation, prevention and accountability.

3 credits

CN 455 Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development. (Prerequisite: matriculation in a Counselor Education Department program or permission of the department chair.)

3 credits

CN 457 Career Development: Theory and Practice

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout life. *3 credits*

CN/FT 465 Introduction to**Substance Abuse and Addictions**

Students will explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered will include addiction, the 12-step programs, physiological effects, FAS, COA's, and family systems. We will also explore prevention, intervention and treatment strategies for individuals and families. *3 credits*

CN 466 Substance Abuse Interventions

This course utilizes both didactic and experiential techniques to understand and facilitate interventions with substance abusers and their families. The role of motivational counseling will be covered as well as techniques developed by the Johnson Institute. (Prerequisites: CN 465 or a basic understanding of the addictions field.) *3 credits*

CN 500 Theories of Counseling and Psychotherapy

This course examines philosophical bases for counseling theory, ethical and professional issues, and eight to nine theories that contribute to the practice of professional counseling, including psychoanalytic, humanistic/existential, cognitive/behavioral, and systemic approaches. *3 credits*

CN 531 Guidance Programs:**Procedures, Organization and Evaluation**

This course will focus on the management of comprehensive developmental guidance and counseling programs in the larger context of school pupil personnel services. Focus will include K-12 settings. Topics covered in the course include program organization, delivery of guidance services, outreach and preventive programming, instructional planning and preparation, and program evaluation. (Prerequisites: CN 433, CN451, and CN 455) *3 credits*

CN 553 Counseling Pre-Practicum

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. Major emphasis is on role-playing with the use of videotape and two-way mirror observation. (Prerequisites: CN 455; CN 500 or permission of department chair) *3 credits*

CN 554 Group Facilitation

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants and leaders in a group. Focus is on the identification of the structure and leadership of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: CN 455, CN 553) *3 credits*

CN 556 Group Counseling Practicum

This is an advanced laboratory course for counselors, psychologists or mental health workers. Students will further enhance their leadership skills in working with a therapeutic group. (Prerequisites: CN 455, CN 554) *3 credits*

CN 558 Counseling Practicum

Students are placed in a counseling setting in order to further develop their individual, group, and consultation skills. Individual and group supervision are provided on a weekly basis on campus. Video or audio taping at the practicum site is required for supervision. 100 clock hours are required, including 40 direct service hours. May be repeated once for credit. (Prerequisites: matriculation in Counselor Education department program; permission of advisor) *3 credits*

CN 566 Research Methodology

This course covers statistical procedures and research design for the consumer of human services research. Emphasis is placed on selecting appropriate experimental designs, understanding the inferential potential of statistical procedures and evaluating published research. Students will focus on research in their respective disciplines (school counseling, family therapy, etc.). *3 credits*

CN/FT 585 Clinical Supervision

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology or social work who are engaged in the practice of clinical supervision or preparing to become supervisors. Topics covered will include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course will offer experiential components to supplement didactic material. *3 credits*

CN 590S Internship: School Counseling

Students are placed in elementary, middle, and/or secondary school settings. Interns receive individual supervision at their internship site; University faculty conduct weekly group supervision on campus which includes an emphasis on ethical standards as related to practice. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with the assistance of the Coordinator of Clinical Instruction. (Prerequisite: CN 558; permission of advisor).

3-6 credits

CN 590C Internship: Community Counseling

Students are placed in a community counseling setting consistent with the student's career goals. Interns receive individual supervision at their internship site; University faculty conduct weekly group supervision on campus which includes an emphasis on ethical standards as related to practice. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with the assistance of the Coordinator of Clinical Instruction (Prerequisite: CN 558; permission of advisor).

3-6 credits

CN 590P Internship: Student Affairs Practice

Students are placed in student affairs practice settings which have an emphasis in counseling functions. Interns receive individual supervision at their internship site; University faculty conduct weekly group supervision on campus which includes an emphasis on ethical standards as related to practice. The internship requirement is 600 clock hours, including 240 direct service hours. Internship arrangements are made by the student with the assistance of the Coordinator of Clinical Instruction. (Prerequisite: CN 558; permission of advisor).

3-6 credits

CN 595 Independent Study in Counseling

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance.

3-6 credits

Marriage and Family Therapy

Faculty

Rona Preli (*Chair*)

Ingeborg Haug (*Clinical Director*)

The Master of Arts degree in Marriage and Family Therapy prepares students for careers as marriage and family therapists. The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy (AAMFT). Upon completion of the planned program of study, students may apply for Associate Membership in AAMFT. Upon completion of additional required clinical experience and supervision, graduates may apply for Connecticut licensure in Marriage and Family Therapy and Clinical Membership in AAMFT.

Admission to the Department

Admission decisions are made three times a year, on March 15, July 15, and November 15. Students should submit materials no later than February 15, June 15 and October 15, respectively, to be considered for admission.

All candidates will be required to participate in a group interview as part of the admission process. Candidates will be notified in writing of their eligibility for the group interview.

In view of the responsibilities of the role of the marriage and family therapist, students whose work is marginal in pertinent courses or who demonstrate personal, ethical, or professional behavior that is inappropriate to the role of the marriage and family therapist will not be recommended either for matriculation or continuation in the program.

Requirements for the Master of Arts

The major in Marriage and Family Therapy requires completion of 54 credits. In addition, students must maintain an overall grade point average of 3.0, complete a minimum of 500 direct contact hours of clinical treatment plus 100 hours of supervision, and pass a comprehensive examination at the end of the program.

Program of Study

1. Theoretical Foundations of Marital and Family Therapy (6 credits required)
 - FT 550 Introduction to Marriage and Family Therapy
 - FT 555 Foundations of Marital and Family Therapy
2. Assessment and Treatment in Marital and Family Therapy (18 credits required)
 - FT 525 Divorce, Single-Parenting and Remarriage
 - FT 552 Intervention in Structural and Strategic Family Therapy
 - FT 553 Family Therapy Pre-Practicum
 - FT 561 Advanced Intervention in Family Therapy/Family Intergenerational Relations
 - FT 567 Couples Therapy
 - FT 569 Assessment Techniques in Marriage and Family Therapy
3. Human Development and Family Studies (9 credits required)
 - CN 433 Multicultural Issues in Counseling
 - PY/CN 447 Lifespan Human Development
 - FT 562 Human Sexuality and Sexual Dysfunction
4. Ethics and Professional Studies (3 credits required)
 - FT 565 Ethical, Legal and Professional Issues in Family Therapy
5. Research (3 credits required)
 - CN 566 Research Methodology
6. Supervised Clinical Practice (12 credits required, courses must be taken in sequence)
 - FT 559 Practicum in Family Therapy I
 - FT 560 Practicum in Family Therapy II
 - FT 580 Internship in Family Therapy I
 - FT 581 Internship in Family Therapy II
7. Electives (to complete 54 credit requirement if waivers are accepted)
 - CN 500 Theories of Counseling and Psychotherapy
 - SE 441 Parents and Families of Disabled Individuals
 - FT 465 Introduction to Substance Abuse and Addictions
 - FT 568 Special Topics in Family Therapy
8. Comprehensive examination

Course Descriptions

Marriage and Family Therapy

CN/FT 465 Introduction to

Substance Abuse and Addictions

Students will explore basic information about the history and current use/abuse of various drugs and alcohol. Topics covered will include addiction, the 12-step programs, physiological effects, FAS, COA's, and family systems. We will also explore prevention, intervention and treatment strategies for individuals and families.

3 credits

FT 525 Divorce, Single-Parenting, and Remarriage

This course will consider the implications of divorce, single-parenting, remarriage and step-parenting, both for those families experiencing these transitions and family forms and for society at large. Specific topics will include: boundary issues during transition, legal aspects of divorce custody decisions, school issues for children of divorce, and the complexities of single-parenting and blending families. Recent research regarding divorce and its aftermath will be emphasized.

3 credits

FT 550 Introduction to

Marriage and Family Therapy

This course will provide an overview of the historical development of the field of family therapy. The student will be acquainted with the models developed by Minuchin, Haley, Madanes, Satir, Ackerman, Bowen, Whitaker and others. Attention will be focused on distinguishing between the systemic approaches in terms of assessment, conceptualization, diagnosis, treatment and theoretical foundations. Contemporary directions of the field will be explored.

3 credits

FT 552 Intervention in Structural and Strategic Family Therapy

This course will focus on the models of Minuchin, Haley, Madanes and MRI with an emphasis on developing a substantive understanding of diagnosis, assessment and intervention design. This course will address the range of techniques associated with each orientation; indications and contraindications for utilizing specific techniques; development of a rationale for intervention; and the role of the therapist. (Prerequisite: FT 550)

3 credits

FT 553 Family Therapy Pre-Practicum

Taken after FT 552 and with the approval of the clinical director, this course provides simulated experiences in the practice of family therapy. The focus is on developing skills in joining and forming a therapeutic relationship, intervention design and implementation, and the use of self at the various stages of therapy. Emphasis is on the structural, strategic, and systemic family therapy models. The management and treatment of cases of suicide, child abuse, domestic violence, and incest are also addressed. (Prerequisites: FT 550, FT 552; students must have a signed clinical training agreement on file before registration.)

3 credits

FT 555 Foundations of Marital and Family Therapy

The purpose of this course is to expose the student to the theories upon which the models of family therapy are based. The course is designed to explore the critical epistemological issues in family therapy theory. Furthermore, it is intended to help the student think about therapy theoretically and to prepare the student to understand and contribute to current thinking in the field in regard to theory and practice. Topics will include: General Systems Theory, Cybernetics, Communication Theory, Constructivism, and current developments in epistemology.

3 credits

FT 559 Practicum in Family Therapy I

This course provides clinical experience working with families. It is designed to meet the standards for training established by the American Association for Marriage and Family Therapy and the State of Connecticut Department of Health and Addiction Services. The student is expected to provide five hours per week of service in the Family Counseling Center plus 5-10 hours per week of service in a community agency offering family therapy treatment under supervision. The Practicum follows consecutively after FT 553, Family Therapy Pre-Practicum (Prerequisites: FT 550, FT 552, FT 553, FT 561, FT 565)

3 credits

FT 560 Practicum in Family Therapy II

Continuation of FT 559. (Prerequisite: FT 559)

3 credits

**FT 561 Advanced Intervention in Family Therapy/
Family Intergenerational Relations**

This course will explore in depth the theory and techniques of the multi-generational and Bowenian models of family therapy. Focus is on developing a substantive understanding of assessment, diagnosis, and intervention design.

Opportunity to apply techniques and explore the therapist's use of self will be provided through examining one's own family of origin, role play, and clinical observations. (Prerequisites: FT 550, FT 552)

3 credits

FT 562 Human Sexuality and Sexual Dysfunction

This course examines issues related to sexuality in human life and treatment of sexual dysfunctions. Issues also include sexual value systems, sexual identity and orientation, gender issues and development of gender identity, forms of sexual conduct, sexuality across the life span, and sexual issues in the couple's relationship.

3 credits

**FT 565 Ethical, Legal and Professional Issues
in Family Therapy**

This course will examine issues specific to the clinical practice and profession of Marriage and Family Therapy. Areas of study include values, ethical decision-making and the code of ethics, professional socialization and the role of professional organizations, licensure and certification, legal responsibilities and liabilities of clinical practice and research, family law, confidentiality issues, the marital and family therapy code of ethics, and interprofessional cooperation. (Prerequisite: FT 550)

3 credits

FT 567 Couples Therapy

This course will review a variety of approaches to understanding, conceptualizing and treating marital relationships and conflicts. Special problems such as extra-marital affairs, alcoholism, and ethics in couples work will also be addressed.

3 credits

FT 568 Special Topics in Family Therapy

This course will explore advanced topics in the field of family therapy. Topics may vary each semester and will be determined by the Marriage and Family Therapy Department Chair as a reflection of pertinent themes of interest in the specialization.

1-3 credits

**FT 569 Assessment Techniques in Marriage
and Family Therapy**

This is an advanced family therapy course designed to address clinical diagnosis and assessment in the treatment process. Major family therapy assessment methods and instruments are covered as well as the utilization of appropriate major mental health assessment instruments within a systemic context. Also covered is the use of the DSM IV and a review of pharmacological treatment approaches.

3 credits

FT 580 Internship in Family Therapy I

Internship placement will be in a family therapy setting with a 10-15 hours per week commitment and weekly supervision by University faculty and site supervisor. (Prerequisite: completion of FT 560) *3 credits*

FT 581 Internship in Family Therapy II

Continuation of FT 580. *3 credits*
(Cannot be taken concurrently with FT 569.)

FT/CN 585 Clinical Supervision

This course is intended for post-Master's degree practitioners in counseling, marriage and family therapy, psychology, or social work who are engaged in the practice of supervision or are preparing to be supervisors. Topics will include major conceptual approaches to supervision, supervision methods, evaluation of supervisees, ethical and legal issues, and additional variables that affect supervision. The course will offer experiential components to supplement didactic material. *3 credits*

FT 595 Independent Study in Marriage and Family Therapy

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance of course registration.

3-6 credits

Psychology and Special Education

Faculty

Margaret C. Deignan (*Chair*)

Daniel Geller

Paula Gill Lopez

Rodolfo Rosado

Jerome J. Schiller

The Department of Psychology and Special Education offers concentrations of studies which prepare candidates for careers in a variety of human service areas. The Department has, as its primary objective, a collaborative approach to contributing to the quality of life in our changing schools and society. The Department is dedicated to making significant contributions to:

- the enhancement of self-understanding
- the improvement of delivery-of-service options to children, youth and adults who have exceptional challenges
- the enrichment of child-parent relationships
- the increased effectiveness of schools and support agencies
- the improvement of adaptive behavior and healthy development
- a leadership role in the areas of theory, assessment and understanding of differences among children, youth, adults and those with disabilities with special emphasis on differentiating normal cultural characteristics from pathology
- the development of effective strategies in curricular, behavioral and therapeutic interventions
- the improvement of teacher-teacher, teacher-child, and teacher-parent relationships
- the integration of special education into total school programs
- and enhancement of the human potential and facilitation of healthy development.



Psychology

Students may choose from one of several sequences of study. They may pursue a specialist preparation in school psychology; elect a program in psychology that finds application in the promotion of work productivity; select courses that enrich competencies required in human services and community work; or strengthen their knowledge of psychology in preparation for further graduate study. All of the programs provide for the development of a basic foundation of knowledge in psychology and related fields, as well as emphasize the application of knowledge in assessing and understanding others.

To supplement course work, the faculty have established working relationships within the settings where psychological skills are applied. These settings include schools, child and family mental health and rehabilitation services, and human resource programs in the private sector. These relationships provide for the coordination of real life experiences and academic training. These collaborative relationships serve dual purposes. First, students have the opportunity to practice newly acquired skills in real settings with experienced supervisors supported by University faculty. Second, the addition of graduate students to established staff enhances the resources available in the community.

School Psychology

The School Psychology program at Fairfield University follows the curriculum guidelines as prepared by the National Association of School Psychologists (1994). The tripartite model of school psychology espoused by the program includes consultation, assessment, and direct intervention. In addition to the tripartite model of consultation, assessment and counseling, there are several paradigms that form the core philosophy of the School Psychology program. These paradigms include an emphasis on the scientist-practitioner tradition, reflective practice, primary prevention, developmental and systems theory, and becoming agents of change. To assist in the exploration of these paradigms, students develop portfolios documenting their personal and professional growth throughout the program. Additionally students are prepared in theoretical foundations and with practicum experiences in schools and/or agencies. The program culminates in an internship experience, "consisting of 10 school months, or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution" (State of Connecticut

Certification Regulations for School Psychology, Section 10145d-59.a.4).

Admission to the School Psychology Program

Applications to the program are reviewed twice a year. Application deadlines are March 1, to begin in the fall; and September 1, to begin in the spring. Applications can be obtained from the office of the Dean of the Graduate School of Education and Allied Professions.

An interview with a faculty member is required for admission to the School Psychology program. The interview is intended to clarify the applicant's understanding of the program and the profession, and to anticipate the applicant's potential success as a student. After admission, each student is expected to meet with a faculty advisor to outline a planned program of study.

Requirements for the Master of Arts

All students in the School Psychology course of study must satisfy the requirements for the MA degree. One of these requirements includes passing the comprehensive examination.

Students are eligible to take the comprehensive examination after the completion of 24 credits. These credits must include CN 433, PY 430, PY 433, PY 435, PY 436 and PY 446. Students have the option of writing a master's thesis in lieu of the comprehensive examination. On completion of this requirement and 33 credits of graduate study, the student is eligible to receive the MA degree.

Requirements for the Certificate of Advanced Study

Those wishing to be accepted for matriculation at the CAS level and/or those wishing to be endorsed by the University for state certification as a School Psychologist must first meet the Master of Arts in School Psychology course requirements. A separate admission application for the CAS must be submitted. Additionally, the student portfolio developed during the master's program must be reviewed with faculty before a student will be admitted into the CAS program in School Psychology. Students must review their portfolio with faculty a second time before they are granted approval to begin their six-credit Internship in School Psychology I and II.

Students who are accepted into the CAS program with related degrees must fulfill all program course requirements. They must also develop and review their portfolios with faculty before being eligible to begin their six-credit Internship in School Psychology I and II. A minimum of 30 credits must be completed at Fairfield University.

School Psychologist Certification

A graduate student who successfully completes this course of study earns a Master of Art's degree and a Sixth Year Certificate of Advanced Study and meets the Connecticut certification requirements. When the entire program has been completed (63 credits), the student must apply through the Dean's office to receive an endorsement from the Graduate School of Education and Allied Professions for the State of Connecticut's Initial Educator's Certificate in school psychology.

In view of the essential responsibility of the program to assure the protection of the healthy development of children and youth served by school psychologists, the faculty reserves the right to discontinue the program of any student whose academic performance is marginal, whose comprehensive examination results are not rated as passing, or whose personal qualities are not appropriate to the field. Such a student may be denied recommendation for certification.

School Psychology Program of Study

Master's Program in School Psychology (33 credits)

- CN 433 Multicultural Issues in Counseling
- ED 429 Philosophical Foundations of Education
- PY 430 Issues in Professional Practice in School Psychology
- PY 433 Behavioral Statistics
- PY 435 Psychology of Personality
- PY 436 Psychopathology and Classification I
- PY 446 Developmental Psychology I: Theory and Application in Professional Practice
- PY 449 Introduction to Clinical Child Neuropsychology
- PY 534 Theories of Learning
- Comprehensive examination in School Psychology
- OR
- PY 596 Master's Thesis in Psychology (an approved thesis must be submitted)
- SE 403 Psychoeducational Issues in Special Education
- OR
- SE 405 Exceptional Learners in the Mainstream

One elective must be approved in consultation with advisor. (3 credits)

Certificate of Advance Study Program in School Psychology

(30 credits)

- PY 535 School Psychologist as Consultant
- PY 538 Educational and Psychological Assessment I
- PY 539 Educational and Psychological Assessment II
- PY 540 Protective Techniques I
- PY 541 Protective Techniques II
- PY 548 Psychotherapeutic Interventions in Schools
- PY 576 Field Work I
- PY 577 Field Work II
- PY 598 Internship in School Psychology I
- PY 599 Internship in School Psychology II

See course descriptions for prerequisites.

Applied Psychology

Different concentrations of study are available to students seeking a master's degree in applied psychology. Some students wish to strengthen their academic background before pursuing doctoral studies at another institution. Others seek preparation for careers in human service work in community settings. Still others are interested in applying their learning to non-academic settings.

The Applied Psychology program offers three tracks of study, namely: Human Services, Foundations of Advanced Psychology, and Industrial/Organizational/Personnel. The formal educational experiences may be supplemented by subsequent training in a work setting. Requirements for the Master of Arts degree in the sequences of study are based on the student's undergraduate preparation in psychology and career goals. An interview with a full-time faculty member is required for admission to each track. Additional requirements for the different tracks include:

1. **Human Services**—This track requires the completion of 39 credits of approved courses. Twenty-four of these credits must be in psychology.
2. **Industrial/Organizational/Personnel and Foundations of Advanced Psychology**—These programs of study require completion of 33 credits of approved courses. Twenty-four of these credits must be in psychology.
3. **Comprehensive Examination or Master's Thesis Option**—Successful completion of the comprehensive examination, or successful completion of an approved master's thesis is required for all students.

The comprehensive examination in psychology option allows students to demonstrate understanding and mastery of a broad body of relevant knowledge in psychology, as well as the ability to synthesize this knowledge in the creation of sophisticated essays.

Students are eligible to take the comprehensive examination after successful completion of 24 credits, 18 of which must be specifically in psychology. These 24 credits must include CN 433, PY 435, PY 436, PY 437, PY 446 or PY 447 and PY 536.

The master's thesis option is appropriate for those students who wish to more fully investigate a germane aspect of psychology through an

organized method of research or exploration that could be considered as a contribution to the field. Students must consult with a full-time faculty member about the process, availability, and procedures related to this option, and obtain approval prior to registering for PY 596 Master's Thesis in Psychology. An approved thesis must be submitted to fulfill this requirement option.

Students are eligible to take the master's comprehensive examination or investigate the master's thesis option after successful completion of 24 credits, 18 of which must be specifically in psychology.

Applied Psychology Program of Study

Track I - Human Services (39 credits)

Core (Required)

CN 433	Multicultural Issues in Counseling
FT 550	Introduction to Marriage and Family Therapy
PY 435	Psychology of Personality
PY 436	Psychopathology and Classification I
PY 437	Psychopathology and Classification II
PY 446	Developmental Psychology I
	OR
PY/CN 447	Lifespan Human Development
PY 471	Effective Interviewing
PY 536	Educational and Psychological Testing
PY 575	Short-Term Psychotherapy
PY 578	Field Work in Applied Psychology
PY 597	Seminar in Psychology

Electives (6 credits)

All electives must be approved in consultation with advisor.

Track II - Foundations of Advanced Psychology (33 credits)

Core (Required)

CN 433	Multicultural Issues in Counseling
PY 433	Behavioral Statistics
PY 435	Psychology of Personality
PY 436	Psychopathology and Classification I
PY 437	Psychopathology and Classification II
PY 446	Developmental Psychology I:
	Theory and Application in Professional Practice



PY 571 Research in Psychology
 PY 597 Seminar in Psychology

Electives (9 credits)

All electives must be approved in consultation with advisor.

Track III - Industrial/Organizational/Personnel (33 credits)

Core (Required)

CN 455 Group Process
 MD/PY 545 Designing Development and Training Programs
 PY 406 Organizational Development
 PY 420 Introduction to Industrial/Organizational Psychology
 PY 433 Behavioral Statistics
 PY 435 Psychology of Personality
 PY 471 Effective Interviewing
 PY 536 Educational and Psychological Testing
 PY 578 Field Work in Applied Psychology
 PY 595 Independent Study in Psychology

One elective must be approved in consultation with advisor.

Course Descriptions

Psychology

PY 404 Forensic Psychology and Expert Technology

This course is one semester and covers the diverse aspects and activities in Forensic Psychology. Students will be exposed to the process of forensic assessment (criminal law matters and in domestic law cases), as well as briefly reviewing relevant law. Other areas include consultations to the police, and consultations regarding probation and parole decisions. Other topics will include sexual offenses, expert testimony, offender rehabilitation, competence of juries and other related topics.

3 credits

PY 406 Organizational Development

This course explores and analyzes the various methods and techniques for effective organizational development in contemporary organizations. The course will focus upon models, case studies, and student examination of organizations with which they are affiliated. Key success factors, such as the organizational culture, leadership, and history will be identified and studied.

3 credits

PY 409 Introduction to Human Neuropsychology

This course presents a history of brain-behavior relationships; overview of defectology; and psychological approaches to assessment: Halstead-Reitan, Luria.

3 credits

PY 410 Psychopharmacology

This course reviews essential biopsychology; examines the biological/biochemical hypotheses of the major psychiatric disorders; surveys the mechanisms of action and behavioral effects of the major classifications of drugs; and examines their uses in adult and childhood disorders. (Prerequisite: basic knowledge of neurochemical transmission or permission of the instructor)

3 credits

PY 420 Introduction to Industrial/Organizational Psychology

This course is an introduction to the application of psychological concepts, principles and methods to process issues and problems in the work environment. Topics include: personnel selection, training and development, work motivation, job satisfaction and effectiveness, work design and organizational theory.

3 credits

PY 430 Issues in Professional Practice

This course should be among the first courses taken in the School Psychology program. The purpose of this course is threefold. First, it presents a realistic view of school psychology. Toward this end, students interview school psychologists and other school personnel in the field about the role of the school psychologist. Second, it serves as a vehicle to effect the future of school psychology by empowering future school psychologists. Third, it introduces the issues primary to the profession and practice of school psychology. Topics covered include the history of school psychology, a tripartite model of service delivery, understanding and development of a "scientific practitioner" approach, consultation, child development and system theory as a basis for practice, advocating for and educating others about the school psychologist's role, and an introduction to Federal and State educational systems within which the profession operates.

3 credits

PY 433 Behavioral Statistics

This course is a study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance.

3 credits

PY 435 Psychology of Personality

A comprehensive approach to an understanding of personality formation through a survey of the major theoretical orientations, including psychoanalytic, dispositional, humanistic, and behavioral as well as specific leading theorists. The impact of culture on personality will also be addressed.

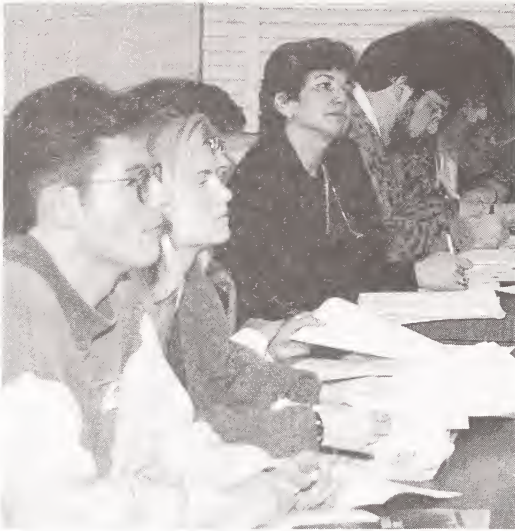
3 credits

PY 436 Psychopathology and Classification I

This course is designed to prepare graduate students for careers as clinical practitioners with child and adolescent populations. Topics include a brief survey of psychopathology across the lifespan, and consideration of the different perspectives and implications for the potential development of adult disorders. Students will study information designed to develop the basic skills necessary to recognize and diagnose psychopathology in children and youth. The course will cover the various perspectives used to describe abnormal behavior (social relativism, medical model, and adaptive vs. maladaptive). Emphasis will be placed on the use and understanding of the DSM-IV diagnostic system. The course will also promote the development of cultural competence. Students should be able to understand individuals and families within a cultural context and differentiate between adaptive and maladaptive behaviors.

3 credits





PY 437 Psychopathology and Classification II

This course is designed to prepare graduate students for careers as clinical practitioners with adults. After a brief survey of psychopathology across the lifespan, students will study information designed to develop the basic skills necessary to recognize and diagnose psychopathology in adults. The course will cover the various perspectives used to describe abnormal behavior (social relativism, medical model, and adaptive vs. maladaptive). Emphasis will be placed on the use and understanding of the DSM-IV diagnostic system. The course will also promote the development of cultural competence. Students should be able to understand individuals and families within a cultural context and differentiate between adaptive and maladaptive behaviors.

3 credits

PY 441 Psychology of Personal Adjustment

This course offers a study of the process of adjustment of normal individuals; identification of abnormal adjustment reactions; and applications of mental health principles to school, family and community settings.

3 credits

PY 446 Developmental Psychology I: Theory and Application in Professional Practice

Students will study the process of human development from birth through adolescence. This course is designed for graduate students pursuing careers as clinical practitioners, and will present information to help in the development of the basic skills necessary to understand their clients in the context of the various domains of human development. Students should also develop the ability to identify deviations in development, and develop corresponding intervention plans. The course will also emphasize cultural competence. Students should be able to understand individuals and families within a cultural context.

3 credits

PY/CN 447 Lifespan Human Development

This course explores the processes of individual and family development from childhood through old age. Theoretical perspectives for studying child, adult, and family development are examined. Special attention is given to physical, cognitive, emotional, and social/moral development in family and cultural contexts.

3 credits

PY 449 Introduction to Clinical-Child Neuropsychology

This course introduces the student to brain structure, development and function as the child grows to adulthood. Cognitive, academic, and behavioral sequelae of commonly encountered neuropathologies of childhood and adolescence are discussed with case illustrations. Because of the emphasis placed on educational outcomes of neuropathology, such topic as Dyslexia, Attention Deficit Disorder and Non-Verbal Learning Disability are given special consideration.

3 credits

PY 450 Theories of Child Psychotherapy

This course offers an introduction to the major models of individual and group child psychotherapies. Emphasis is placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention is paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants are exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment are reviewed.

3 credits

PY 471 Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview and the best means for achieving these goals, attending to overt and covert language and non-language messages, and dealing with the emotional dimensions of the interview. *3 credits*

PY 530 Behavior Therapy

This is a one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. While the focus is on respondent and operant therapies, the course also integrates some recent methodologies such as rational-emotive and cognitive therapies (Prerequisites: PY 435, PY 436). *3 credits*

ED/PY 534 Theories of Learning

This course presents a detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene. Investigation of other theories will be required for individual reports. *3 credits*

PY 535 The School Psychologist as Consultant

This course is designed to give students knowledge and skills in consultation. Consultation is presented as a collaborative problem-solving process that is empowering and prevention-oriented. The course will focus on mental health consultation as described by Gerald Caplan (1970,1993). Students will learn the major models of consultation, the generic stages of consultation, and four levels of consultation service. Practice issues, such as consultee resistance, consultee perspective, and consultant self-awareness, will also be addressed. There is a practicum component in which students are expected to consult with a teacher at a school site once a week for approximately 10 weeks, beginning with the fifth week of class. (Prerequisites: PY 430, PY 548) *3 credits*

PY 536 Educational and Psychological Testing

This course examines concepts and principles of educational and psychological testing and encompasses purposes, characteristics, types of test, and administration, scoring and interpretation of test results. Lab fee \$45. *3 credits*

**PY 538 Educational and Psychological Assessment I**

The background and principles of individual assessment techniques are presented. Special problems of psychodiagnostic testing of culturally diverse and LEP children are considered, with major emphasis placed on the administration, scoring, interpretation and reporting of cognitive and achievement tests. (Prerequisite: PY 446) Lab fee \$45. *3 credits*

PY 539 Educational and Psychological Assessment II

This course will examine the integrated use of psychodiagnostic tests in case study, and will include demonstration and practice in a variety of cognitive and achievement instruments designed to assess intellectual, perceptual and psychoeducational function. The goal is to promote the ability to synthesize data from a variety of cognitive and achievement measures to develop a comprehensive assessment. (Prerequisite: PY 538) Lab fee \$45. *3 credits*

PY 540 Projective Techniques I

This is the first course in a series focusing on the nature and use of projective tests. Students will develop a familiarity and basic ability to administer projective tests as part of a psychological assessment. This course will focus on developing basic skills in the use of Human Figure Drawings (DAP, HTP, and others), the Thematic Apperception Test, Incomplete Sentence Tests, and other selected instruments. Students will also be introduced to the use and scoring of the Rorschach Technique. Students will practice administration, interpretation, and basic report writing using these tools. (Prerequisites: PY 4335, PY 538) Lab fee \$45. *3 credits*

PY 541 Projective Techniques II

This is the second course focusing on the nature and use of projective tests. Students should have a basic familiarity with the nature of projective testing, and preparatory experience in the administration, scoring, and interpretation of basic projective measures. Additional emphasis will be placed on the use of the Rorschach Technique. This advanced course will help students develop the ability to use the results of a variety of tests to determine major personality themes and characteristics to aid in the understanding and assessment of clients. In addition, students will be taught how to integrate the results from projective tests with the results of other measures (cognitive and achievement) to develop a comprehensive, holistic assessment. (Prerequisite: PY 540)

Lab fee \$45.

3 credits

PY 542 Advanced Use of the Rorschach

This is an advanced course in the use of the Rorschach Projective Technique. This course requires significant experience and understanding of projective testing, in addition to the ability to administer, score and interpret Rorschach results. This course will focus on the advanced use of the Rorschach with specific populations, and will also discuss the use of the Rorschach in various clinical, educational, and other settings. (Prerequisites: PY 540 and PY 541)

Lab fee \$45.

3 credits

PY 548 Psychotherapeutic Interventions in Schools

This course is intended to provide school psychology, school counselor and social work students with a first exposure to psychotherapeutic procedures. Of particular concern are the purposes and rationale for such interventions, selection of appropriate methodologies, ethical considerations, and practice skills. (Prerequisites: PY 430, PY 435, PY 446)

3 credits

PY 549 Neuropsychological Assessment of Children

This course offers an evaluation of symptoms and developmental history, interpretation of developmental systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan (Prerequisite: permission of instructor)

3 credits

PY 571 Research in Psychology

This course focuses on applied human research, encourages students to pose relevant research questions that may be resolved through scientific methods, acquaints students with research designs, enables students to become informed consumers of research reports, and stimulates interest in doing research. Individual research projects promote hands-on experiential learning. (Prerequisites: PY 433, PY 536, or permission of instructor)

3 credits

PY 575 Short-Term Psychotherapy

This is an advanced course covering the diverse approaches used in time-limited psychotherapeutic interventions. It is designed for advanced students and clinical professionals in the community. The course will cover a variety of perspectives, including psychodynamic, behavioral approaches, and phenomenological approaches used in short-term interventions. (Prerequisites: PY 435, PY 446)

3 credits

PY 576 Field Work in Child Study I

This course provides support for students during the first semester of the school psychology field work practica requirement. The course requires a total of 120 hours in the field in a school or community placement where students gain practice in individual and group counseling, behavior modification, interviewing skills, and some assessment. Field work is taken during the spring and summer before internship. (Prerequisites: PY 538, PY 540, PY 548)

3 credits

PY 577 Field Work in Child Study II

This course provides support for students during the summer term of the school psychology field work practica requirement. The course requires a total of 120 hours in the field in a school or community placement. Students continue to practice their skills in individual and group counseling, behavior modification, and interviewing. (Prerequisite: PY 576)

3 credits

PY 578 Field Work in Applied Psychology

Advanced students matriculated in the Human Services and Industrial/Organizational/Personnel tracks can obtain approved, supervised field work in an area related to their professional interests. Assistance is available in arranging a field placement. Students are required to have a site supervisor and a faculty supervisor. The field work placement will involve at least 20 days of on-site experience and attendance at a weekly group supervision seminar. (Prerequisites: completion of 21 credits and approval of advisor) *3 credits*

PY 595 Independent Study in Psychology

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3 credits*

PY 596 Master's Thesis in Psychology

Students matriculated in psychology may choose to engage in a master's thesis project, as an alternative to taking the master's comprehensive exam. The student's project should demonstrate an advanced, sophisticated knowledge of psychology, and be considered a contribution to the field. Activities in the development of the thesis should include an initial outline of the project, proposal (including a review of the related literature, and proposed thesis), and final report. Proposals should be submitted in the semester preceeding registration for this thesis course. NOTE: Registration is accepted only during the normal registration period preceeding each semester. (Prerequisites: PY 571, Research in Psychology; approval of the student's advisor; and agreement of a Psychology faculty to serve as mentor) *3 credits*

PY 597 Seminar in Psychology

This seminar is designed for graduate students who have completed a minimum of 15 credits. The primary focus is on developing professional communication skills. Students will practice skills necessary in making effective written and oral presentations to professional colleagues, and to the general public. The goal of the course is to help students take a synthesized body of knowledge and effectively share that knowledge with others in polished and professional presentations. Oral presentations will be videotaped for further detailed study. *3 credits*

**PY 598 Internship in School Psychology I**

This course provides weekly supervision and support at the university for students during the fall semester of the school psychology internship. The State Certification Bureau requires an internship experience "consisting of 10 school months or its equivalent in a period not to exceed 20 school months, of supervised experience in a school setting under the supervision of a certified school psychologist, the local school system, and the preparing institution." The primary goals of the internship are for students to integrate the skills they have acquired in the program, build confidence using those skills, and develop a sense of professional identity. A tripartite approach to school psychology will be stressed, with equal emphasis on assessment, direct intervention, and consultation. (Prerequisites: All course work and approval of program coordinator) *3 credits*

PY 599 Internship in School Psychology II

This course provides weekly supervision and support at the university for students during the spring semester of the school psychology internship. (Prerequisite: PY 598) *3 credits*

Special Education

Special Education has, as its primary objective, the education and training of professional educators to serve children and youth who have exceptional challenges and who require specialized support through educational, social, rehabilitative and/or behavioral management approaches so that the attainment of their maximum learning potential may be facilitated. In line with this primary objective, Special Education sees its role as contributing leadership in the areas of theory; assessment; understanding differences among children and youth with disabilities; the development and implementation of curriculum and intervention strategies; the improvement of teacher-teacher, teacher-child and teacher-parent relationships; and the integration of special education into total school programs.

Graduate students may choose one of several sequences of study which provide the preparation required by the State Board of Higher Education, the State Board of Education, and the Council for Exceptional Children. They may pursue a Connecticut State Initial Educator Certificate in the teaching of children and youth with handicaps (pre-kindergarten through Grade 12), or they may select cross-endorsement certification in Special Education when certification in elementary or secondary education has already been earned. In areas other than those leading to certification, students may elect a concentration of study in Special Education Consulting Teacher, Bilingual Special Education, or the Education of the Gifted, Talented and/or Creative Pupil.

Requirements for the Master of Arts and Certificate of Advanced Study

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits (M.A.) and 30 credits (C.A.S.).

Once a sequence of study is selected, the following are the requirements for the Master's degree and the Certificate of Advanced Study:

M.A.: 33 credits must include:

1. ED 429 Philosophical Foundations of Education
2. CN 433 Multicultural Issues in Counseling
3. SE 599 Seminar in Special Education
4. Successful completion of the comprehensive examination
5. Of the 33 credits, 24 must be in Special Education

C.A.S.: 30 credits must include:

1. ED 534 Theories of Learning
2. SE 540 C.A.S. Practicum
3. Of the 30 credits, 21 must be in Special Education



Certification Requirements

The certification program in Comprehensive Special Education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of the learning strengths and weaknesses of each child. This evaluation is used as the basis for deriving a prescriptive curriculum for the student who is handicapped.

The planned professional comprehensive program in Special Education is presented according to the format of the State certification law and includes courses in the following areas:

1. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

2. Diagnosis of Handicapped Children

Students possessing developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

3. Program Planning and Education of Handicapped Children

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula, and methods will be used as the baseline for comparison.

4. Curriculum and Methods of Teaching Handicapped Children

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the Special Education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, shift areas and utilize several alternative approaches to the same end goal.

5. Practica/Internship

The practica/internship assignments are designed to give graduate students opportunities to engage in professional practice as a special education teacher under the supervision of university, school, and agency personnel. The experience offers the graduate student exposure in specific settings to observe, evaluate, plan, instruct, and interact with pupils having challenging behaviors. Practica/internship requirements are settled individually in meetings with faculty advisors.

6. Special education course planning will be in concert with the student's advisor.

Initial Educator Certification Sequence of Courses

The following list of courses is designed to reflect the current areas of study required for State of Connecticut certification as an initial professional educator in comprehensive special education.

CN 433 Multicultural Issues in Counseling

SE 403 Psychoeducational issues in Special Education

SE 411 Introduction to Mental Retardation

SE 413 Introduction to Learning Disabilities

SE 417 Introduction to the Emotionally Disturbed Child

SE 432 Management Techniques in Special Education

SE 441 Parents and Families of Individuals with Disabilities

SE 535/536 Clinical Teaching I and II

SE 537 Curriculum and Methods in Mental Retardation

SE 552 Workshop in Special Education

SE 561 Diagnostic Procedures in Special Education

SE 585/586 Internship in Special Education
OR

SE 591/592 Practica in Special Education
(Student Teaching)

Specific practica or internship requirements for the initial certificate in special education are designed to meet the requirements of the State Cooperating Teacher program.

Cross-Endorsement Certification in Special Education

Programs for cross-endorsement certification in comprehensive special education will be specifically planned on an individual basis in a series of meetings with the candidate's advisor. The individual program will take into consideration all developmental requirements which have not been addressed in the program which led to the previous certification.

The following is a list of courses that the Special Education Program requires for the Connecticut State certificate in comprehensive special education under the cross-endorsement program.

- CN 433 Multicultural Issues in Counseling
- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- SE 417 Introduction to the Emotionally Disturbed Child
- SE 432 Management Techniques in Special Education
- SE 441 Parents and Families of Individuals with Disabilities
- SE 535 Clinical Teaching I
- SE 552 Workshop in Special Education
- SE 561 Diagnostic Procedures in Special Education
- SE 585/586 Internship in Special Education
- OR
- SE 591/592 Practica in Special Education

Areas of Concentration

Special Education Consulting Teacher

The specific purpose of this concentration is to prepare Special Education teachers to provide service in the form of consultation to mainstream educators who teach handicapped students in regular classroom settings, school administrators, and all those personnel directly involved in the education of handicapped children and youth. This service is designed to indirectly support the increase of academic and behavioral skills of the handicapped student.

Because the main purpose of this concentration is to provide Special Education teachers with advanced consultation skills, admission will be limited to those candidates who have already earned their basic certificate in Special Education. Depending upon previous academic preparation, the candidates may pursue this concentration at either the Master's or the Certificate of Advanced Study level.

The specific content of this area of concentration consists of seven three-credit Special Education Consulting Teacher core courses and two suggested electives. The following courses fulfill the requirements of this area of concentration.

- PY 471 Effective Interviewing
- SE 408 Transitional and Vocational Programming for the Consulting Teacher
- SE 414 Advanced Diagnosis
- SE 415 Educational Programming for the Consulting Teacher
- SE 416 Systemic Approaches to the Management of Learning Environments
- SE 442 Intervention Strategies for Working with Families of the Disabled
- SE 550 The Consulting Teacher: An Introduction
- SE 551 Social-Emotional Development of Children, Adolescents and Young Adults with Handicaps

Bilingual Special Education

Applicants must demonstrate proficiency in English and one other language. A program of studies is individually planned for each student and normally requires 42 credits. The following represent the required courses. At the discretion of the coordinator, some courses may be substituted.

For full descriptions of courses, refer to the TESOL, Foreign Language and Bilingual/Multicultural Education section for SL courses and to Special Education for SE courses.



Course Descriptions

Special Education

SE 403 Psychoeducational Issues in Special Education

This course is designed to introduce special educators, school psychologists and other related pupil service providers to a variety of complex issues and problems that impact on children and youth with disabilities. Emphasis will be placed on themes such as public laws, psychological planning and placement of children and youth, inclusive education, multicultural and family issues, ethics and professional standards and stressors affecting professional performance.

3 credits

SE 405 Exceptional Learners in the Mainstream

This course is designed to familiarize the mainstream professional with the special learning needs of mentally retarded, learning disabled, emotionally disturbed, gifted and talented, severely handicapped and multiple handicapped children and adolescents. Methods of identifying and working effectively with special needs children and youth in the regular classroom; the roles and responsibilities of counselors, psychologists, educators and ancillary personnel as members of a multidisciplinary team in planning educational services for exceptional learners; and laws that impact on assessment, placement, parent and student rights, and support services will be covered.

3 credits

SE 408 Transitional and Vocational Programming for the Consulting Teacher

This course is designed to provide the consulting teacher with the knowledge and abilities necessary to prepare handicapped individuals for their transition from school to the wider community. The course content will include: analysis of career choices, preparation for further education, acquisition of job seeking skills, preparation in both the vocational and social skills necessary for career success and knowledge of available support services in the areas of vocational evaluation and training.

3 credits

- SE 403 Psychoeducational Issues in Special Education
- SE 411 Introduction to Mental Retardation
- SE 413 Introduction to Learning Disabilities
- SE 432 Management Techniques in Special Education
- SE 535 Clinical Teaching I
- SE 536 Clinical Teaching II
- SE 561 Diagnostic Procedures in Special Education
- SE 591/592 Practica in Special Education
- SL 423 Principles of Bilingualism and Second Language Acquisition
- SL 426 Methods and Materials in Bilingual Programs OR
- SL 441 Teacher and Learner in the Multicultural Classroom OR
- SL 477 Culture and Second Language Acquisition
- SL 451 Content Area Instruction in Bilingual/ESL Classrooms
- SL 461 Reading and Writing in a Second Language
- SL 527 Testing and Assessment in Foreign Languages, ESL, and Bilingual Programs

Education of the Gifted and Talented

- SE 421 Education of the Gifted and Talented
- SE 423 Differentiated Curriculum for the Gifted and Talented
- SE 425 The Creative Process and the Creative Child
- SE 426 Development of Artistic Talent
- SE 427 Critical Thinking: Theory and Practice
- SE 428 Special Topics — Gifted and Talented
- SE 520 Practicum in Education of Gifted and Talented

SE 411 Introduction to Mental Retardation

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. *3 credits*

SE 413 Introduction to Learning Disabilities

This course introduces students to the area of learning disabilities by tracing the history of its development, discussing the past and current issues about definition, and by employing the combined input of three theorists, which provides a theoretical basis for the examination of cognitive processes. Educational and social emotional sequelae and implications of processing impairments are examined using actual case evaluations. *3 credits*

SE 414 Advanced Diagnosis

The present diagnosis course will focus on sharing responsibility with the mainstream teacher. The goal is to arrive at an understanding, in common with the mainstream teacher, of the problems in the mainstream setting which cause the child to be difficult to teach. Together, the special education teacher and the mainstream teacher will arrive at intervention strategies that address the student's problems, and assess the effect of the suggested intervention.

Similar to the approach described with the mainstream teacher, the special education teacher and the mainstream teacher will collaborate with the parents as to the nature of the child's problem that interferes with learning and will arrive at intervention strategies to be carried out in the home.

The work carried on at the university will be the evaluation of the usefulness of a variety of assessment and intervention procedures. Those deemed useful will be tried out in the school setting. *3 credits*

SE 415 Educational Programming for the Consulting Teacher

This course is designed to provide the consulting teacher with the techniques necessary to analyze both appropriate comprehensive standardized, non-biased assessment instruments and curriculum based procedures for the purpose of designing, implementing and evaluating individual and group instructional programs. *3 credits*

SE 416 Systemic Approaches to the Management of Learning Environments

This course is designed to examine a variety of intervention strategies that human service personnel address in the process of effecting changes in the learning environments of children and youth with special needs. Theoretical orientations from psychology, family therapy and education will be used as a framework to consider such strategies as organizational and transactional analysis and communication, group process, behavioral analysis, structural and systemic analysis, and interpersonal communication. These intervention techniques will be demonstrated as possible solutions to power issues, communication problems, coalitions and boundary conflicts between direct and related service personnel and the learning environments in which they work. *3 credits*

SE 417 Introduction to the Emotionally Disturbed Child

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. *3 credits*

SE 421 Education of the Gifted and Talented

This introductory course focuses on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative student and the talented student. *3 credits*

SE 423 Differentiated Curriculum for the Gifted and Talented

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered. *3 credits*

SE 425 The Creative Process and the Creative Child

This course will focus on the exploration of creativity through activities and theories, contemporary practices and research, and will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual. *3 credits*

SE 426 Development of Artistic Talent

In recognition of the increasing demand that the arts (music, theatre, dance and graphic arts) be placed in the regular (K-12) curriculum, the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on programming for all students. The course will focus on strategies for uncovering aptitudes, practices for student development, model course designs which will utilize available art resources and suggest methods in career guidance. *3 credits*

SE 427 Critical Thinking: Theory and Practice

This course combines a survey of current approaches to the teaching of critical thinking with numerous practical applications. Students will become familiar with current theories and philosophies and explore strategies for implementing critical thinking instruction. Students will be required to produce materials suitable for developed critical thinking skills in their particular milieu. *3 credits*

SE 428 Special Topics — Gifted and Talented

This course takes an in-depth look at major issues in the field of talented and gifted such as differentiated curriculum, learning styles and teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation. *3 credits*

SE 430 Special Learners in the Regular Classroom

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be examined. Included in this study will be methods of identifying and working effectively with special-needs children and youth in the regular classroom. *3 credits*

SE 432 Management Techniques in Special Education

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content will include such topics as behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. This course is available to all students who work with people to affect behavioral change. *3 credits*

SE 440 The Learning Disabled Adolescent in the Secondary School

The course will present models and instructional strategies for the delivery of educational services to the learning disabled students in the junior and senior high schools. Emphasis will be placed on support to content area subject matter, organizational techniques and interdepartmental communication and cooperation. *3 credits*

SE 441 Parents and Families of Individuals with Disabilities

This course is designed to introduce students to the dynamic family network of persons with disabilities. Emphasis is on the psychosocial stages of family structure and systemic interaction. Family systems theories, their clinical applications, the grief process, family coping strategies and significant professional issues for family therapists, counselors, special educators, psychologists, nurses and other human service personnel will be explored. *3 credits*

SE 442 Intervention Strategies for Working with Families of the Disabled

This course is designed for students who in their practice as professional educators or related service personnel are involved with family members of persons with disabilities. Interview procedures, intervention strategies and effective communication techniques are highlighted through illustrative clinical cases. *3 credits*

SE 449 Introduction to Clinical-Child Neuropsychology

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions. *3 credits*

SE 450 Dyslexia

This course introduces the student to the neuropsychology of reading and brain dysfunction associated with dyslexia. Research related to dyslexia is discussed in the areas of developmental delay, traumatic brain injury and electrophysiological studies. Differentiation of types of dyslexia is undertaken along with assessment procedures. Intervention approaches are reviewed based upon neuropsychological theory and assessment information. *3 credits*

SE 451 Conversational Sign Language

This course is designed to develop both receptive and expressive fluency in Sign Language (S) according to the needs of the individuals in the class. Students will learn to use sign language according to rules governing American Language (ASL) as well as transcribe words and sentences in ASL. *3 credits*

SE 465 Early Childhood Special Education

This course is designed to develop an understanding and working knowledge of special education interventions designed for the delivery of services to the preschool handicapped child. Major topics include the history and the legislative milestones related to the young handicapped child; awareness of children at risk for developmental disabilities; the screening, assessment, and evaluation process; strategies for effective intervention; educational alternatives for the young child with handicapping conditions; and awareness of the impact of the young handicapped child on the family. *3 credits*

SE 520 Practicum in Education of Gifted and Talented

Working under the supervision of a faculty member, students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators and educational specialists in the completion of projects. (Prerequisite: permission of the instructor) *3 credits*

SE 535 and 536 Clinical Teaching I and II

A six-credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be non-categori-

cal in nature and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561) *6 credits*

SE 537 Curriculum and Methods in Mental Retardation

Curricula and methods currently in use with students having mild and moderate mental retardation will be presented. The school years will be treated specifically as they affect students' ability to be learners. (Prerequisite: SE 411) *3 credits*

SE 540 C.A.S. Practicum

Candidates will complete a project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of the instructor) *3 credits*

SE 550 The Consulting Teacher: An Introduction

This course presents an overview of current models which support the role of the consulting teacher as a facilitator and collaborator in the process of service delivery to children, youth and young adults with special learning needs. Major topics include the application of consultation models to systems change, in-service education and classroom consultation. *3 credits*

SE 551 Social-Emotional Development of Children, Adolescents and Young Adults with Handicaps

This course deals with the causes and consequences of handicapping conditions with special emphasis on social-emotional sequelae. It deals with changing behavioral characteristics with age and the special areas of coping difficulty for the adolescent and young adult period, including social interactions and coping with education and career. *3 credits*

SE 552 Workshop in Special Education

Psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 413, SE 535, SE 536, SE 561) *6 credits*

SE 561 Diagnostic Procedures in Special Education
Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413) *3 credits*

SE 585-586 Internship in Special Education

These are two three-credit courses, each involving one full semester of full-time professional special education experience with children or youth with different handicaps. Students fulfilling the initial comprehensive special education certificate undergo a designed state mandated student teaching experience during segments of this period of time. Arrangement of internship experience is made by university faculty. Supervision is by university faculty and special education system; seminar attendance and case report is required. Students fulfilling the initial comprehensive special education certificate are placed through the district placement procedures of the state-mandated cooperating teacher program.

NOTE: Both Practica and Internship for students seeking Initial and Cross Endorsement state certification in comprehensive special education require the following minimum course prerequisites as well as permission of the Practicum/Internship Coordinator: SE 413, SE 432, SE 535, SE 552; and SE 561. Students are required to notify the Practica/Internship Coordinator at the beginning of the semester prior to Practica or Internship placement. *6 credits*

SE 591-592 Practica in Special Education

These two three-credit courses each involve a minimum of 10 weeks of effective professional special education experience with children or youth with different handicaps. Students fulfilling the initial comprehensive special education certificate undertake a designed state-mandated student teaching experience. Arrangement is made by university faculty. Supervision is by university faculty and special education system; seminar attendance and case report are required. Students fulfilling the initial comprehensive special education certificate are placed through the district placement procedures of the state-mandated cooperating teacher program.

NOTE: Both Practica and Internship for students seeking Initial and Cross Endorsement state certification in comprehensive special education require the following minimum course prerequisites as well as permission of the Practica/Internship Coordinator: SE 413; SE 432; SE 535; SE 552; SE 561. Students are required to notify the

Practica/Internship Coordinator at the beginning of the semester prior to Practica or Internship placement. *6 credits*

SE 595 Independent Study in Special Education

The course provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the instructor) *3-6 credits*

SE 599 Seminar in Special Education

This synthesizing seminar is a research-oriented course that directs the student toward an in-depth study of special topics in the field. (Prerequisite: completion of 24 credits) *3 credits*



Faculty

David Abbey, *Lecturer in Education*

B.A., University of New Hampshire; M.Ed., University of Arizona; Ed.S., Ph.D., University of Virginia.

Harry Adamakos, *Lecturer in Education*

B.S., Union College; M.A., Ph.D., Bowling Green State University.

Janine M. Bernard, *Professor of Counselor Education*

B.A., Stonehill College; M.A., University of Connecticut; Ph.D., Purdue University.

Jane P. Brooks, *Lecturer in Education*

B.A., Barnard College, Columbia University; M.A., Teachers College, Columbia University; M.A., Fairfield University; Ed.D., St. John's University.

Lisa M. Bush, *Lecturer in Education*

B.A., M.A., Fairfield University.

David F. Clune, *Lecturer in Education*

B.S., Westfield State College; M.A., Ph.D., University of Connecticut.

Karen Connolly, *Lecturer in Education*

B.A., Ohio State University; M.A., Fairfield University.

Anthony Costa, *Assistant Professor of Curriculum*

and Instruction; Director, Teacher Preparation Program
B.S., M.A., Southern Connecticut State College; C.A.S., Fairfield University.

Margaret C. Deignan, *Associate Professor of Psychology and Special Education*

A.B., M.S., Marywood College; Ph.D., Yeshiva University.

John E. Desrochers, *Lecturer in Education*

B.S., Unio College; M.S., M.Phil., M.Ed., Ph.D., Teachers College, Columbia University.

Nancy H. Ellis, *Assistant Professor of Curriculum and Instruction*

B.S., Fairleigh Dickinson University; M.A., Montclair State College; C.A.S., Fairfield University; Ph.D., Fordham University.

Thomas J. Foran, *Lecturer in Education*

B.S., Central Connecticut State University; M.A., New York University; C.A.S., Fairfield University.

Jean Gaumer, *Lecturer in Education*

B.S., Louisiana State University; M.S., Western Connecticut State University; Ed.D. candidate, Teachers College, Columbia University.

Daniel Geller, *Professor of Psychology and Special Education*

B.A., C.W. Post College; Ph.D., Yeshiva University.

Donald W. Greenberg, *Associate Professor of Politics*

A.B., Alfred University; Ph.D., City University of New York.

Harold Hackney, *Professor of Counselor Education*

B.S.Ed., West Virginia University; M.A., George Washington University; Ed.D., University of Massachusetts.

Gwendolyn S. Haley, *Lecturer in Education*

B.A., University of Bridgeport; M.A., Breadloaf School of English; M.A., Fairfield University.

Lynn M. Haley-Banez, *Lecturer in Education*

B.A., M.Ed., Ph.D. (ABD), Kent State University.

Ingeborg Haug, *Assistant Professor of Marriage and Family Therapy Education*

B.A., equivalent, Pädagogische Hochschule Reutlingen, Germany; M.A., M.Div., equivalent, Universität Tübingen, Germany; D.Min., Andover Newton Theological School, Dept. Psychology & Clinical Studies.

Oneita Haynes-Alarcon, *Lecturer in Education*

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March 1, 1900 - 1901

March 1, 1901 - 1902

March 1, 1902 - 1903

March 1, 1903 - 1904

March 1, 1904 - 1905

March 1, 1905 - 1906

March 1, 1906 - 1907

March 1, 1907 - 1908

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March 1, 1944 - 1945

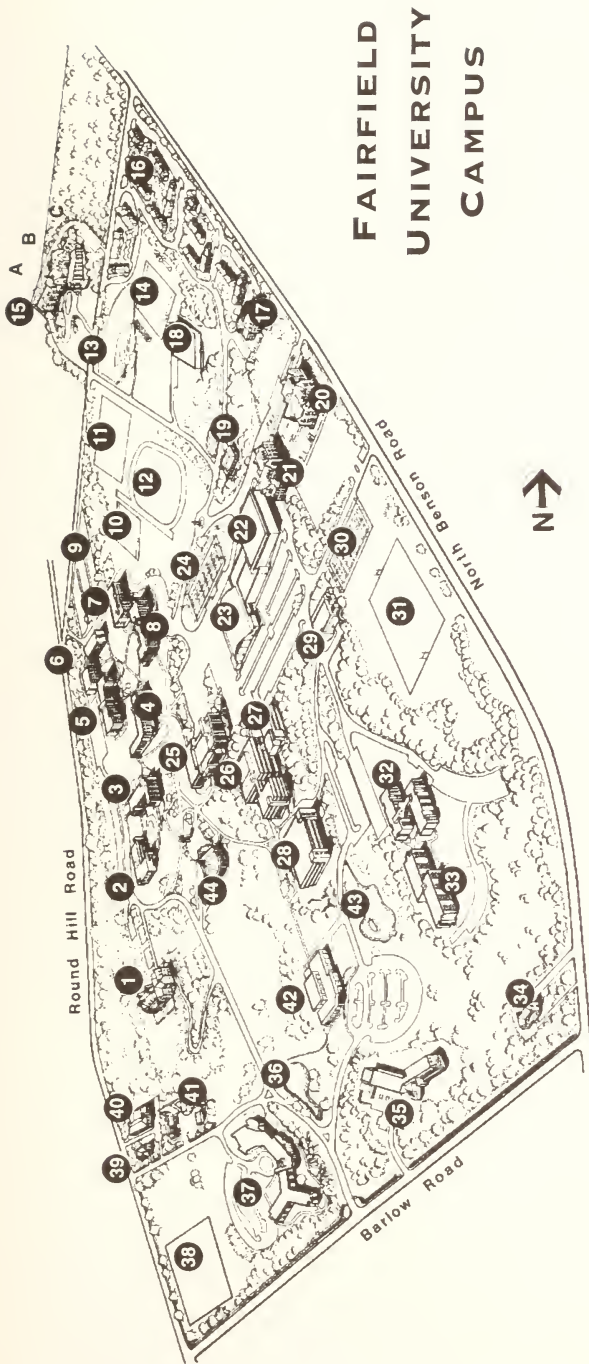
March 1, 1945 - 1946

March 1, 1946 - 1947

March 1, 1947 - 1948

March 1, 1948 - 1949

March 1, 1949 - 1950



1. Bellarmine Hall
2. Donnarumma Hall
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field
11. Intramural Field
12. Varsity Field
13. Baseball Field

14. Alumni Field
15. Dolan Campus
 - A. John C. Dolan Hall
 - B. David J. Dolan House
 - C. Thomas F. Dolan Commons
16. Student Town House Complex
17. McAuliffe Hall
18. Locker Facility
19. The Levee
20. Xavier Hall
21. Berchmans Hall
22. Recreational Complex
23. Alumni Hall - Gymnasium

24. Tennis Courts
25. Barone Campus Center
26. Bannow Science Center
27. School of Nursing
28. Nyselius Library
29. Central Utility Facility
30. Tennis Courts
31. Grauert Field
32. Kostka Hall
33. Claver Hall
34. Jesuit Residence - St. Robert
35. Jesuit Residence - St. Ignatius
36. Bellarmine Pond

37. The Conference Center
38. Barlow Field
39. Southwell Hall
40. PepsiCo Theatre
41. Maintenance
42. Regina A. Quick Center for the Arts
43. Hopkins Pond
44. Egan Chapel of St. Ignatius Loyola and Pedro Arrupe, S.J. Campus Ministry Center

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Graduate School of Education and Allied Professions
North Benson Road
Fairfield, CT
06430-5195

Phone: (203) 254-4250 • Fax: (203) 254-4241 • e-mail: asimoes@fairl.fairfield.edu